

The Instructor

May

1939





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SAY THAT YOU SAW IT IN THE INSTRUCTOR

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Things you ought to know

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by Channing Pollock Page 188

But there is too much to even hint at
in this brief space, so search this issue.
It contains a library of Gospel Truths
and Sunday School helps.



OFFICIAL ORGAN OF THE SUNDAY SCHOOLS OF THE CHURCH OF JESUS CHRIST
OF LATTER-DAY SAINTS

DEVOTED TO THE STUDY AND TEACHING OF THE RESTORED GOSPEL

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Vol. 74

MAY, 1939

No. 5

Motherhood the Foundation of Home and Nation

By The Late President Joseph F. Smith

Motherhood lies at the foundation of happiness in the home, and of prosperity in the nation.

God has laid upon men and women very sacred obligations with respect to motherhood, and they are obligations that cannot be disregarded without invoking divine displeasure.

In First Timothy (2:13-15) we read: "Adam was first formed, then Eve. And Adam was not deceived, but the woman being deceived was in transgression. Notwithstanding she shall be saved in childbearing, if they continue in faith and charity and holiness with sobriety."

"Children," we are told, "are a heritage of the Lord;" they are also "his reward." If children are cut off from their birthright, how shall the Lord be rewarded? They are not a source of weakness and poverty to family life, for they bring with them certain divine blessings that make for the prosperity of the home and the nation. "As arrows are in the hand of a mighty man, so are children of the youth. Happy is the man that hath his quiver full of them. They shall not be ashamed."

May the fathers in Israel live as they should live, treat their wives as they should treat them, make their homes as comfortable as they possibly can, lighten the burden upon their companions as much as possible, and set a proper example before their children.

Two Lovers

Two lovers by a moss-grown spring;
They leaned soft cheeks together there,
Mingled the dark and sunny hair
And heard the wooing thrushes sing.
O budding time!
O love's blest prime!

Two wedded from the portal step:
The bells made happy carollings,
The air was soft as fanning wings,
White petals on the pathway slept.
O pure-eyed bride!
O tender pride!

Two faces o'er a cradle bent:
Two hands above the head were locked;
These pressed each other while they rocked,
Those watched a life that love had sent.
O solemn hour!
O hidden power!

Two parents by the evening fire:
The red light fell about their knees
On heads that rose by slow degrees
Like buds upon the lily spire.
O patient life!
O tender strife!

The two still sat together there,
The red light shone about their knees;
But all the heads by slow degrees
Had gone and left that lonely pair.
O voyage fast!
O vanished past!

The red light shone upon the floor
And made the space between them wide;
They drew their chairs up side by side,
Their pale cheeks joined, and said, "Once more!"
O memories!
O past that is!

—George Eliot.

TEACHING YOUTH

By Dr. John T. Wahlquist

Eventually, the enlistment campaigns rise or fall upon the quality of instruction enjoyed each Sabbath morning. In teaching youth, what are some of the characteristics which will assure success? Of the score or more, let us select but a few:

(1) *Sympathy and Understanding.*

On the basis of considerable research Professor Starbuck says: "We have scarcely outgrown the conception especially in ecclesiastical circles, that to doubt is sin. There are several instances in the records we are studying in which, when honest questionings have occurred during late childhood or youth, they have been hushed by well-meaning parents or teachers. The result is usually a weakling who cannot grapple with the more serious matters of life, or a person in whom the normal currents of life are damned up only to have them break out more violently at some later time. It should be seen that doubts are part of the development which, given certain temperaments, are inevitable, and which are normal and natural if the personality is to attain to its highest possibilities."

(2) *Tolerance.*

Someone has aptly said that there is little difference between a Traitor and a Convert. A traitor is a person who deserts your cause and joins another. A convert is a person who deserts another and joins your cause. Surely we should be as willing to let the members of the Missionary and the Gospel Messages classes raise questions as we are in dealing with investigators in the missionary field. There are dangers in the failure to present conflicting views. Many of our doubters are suffering from our unwise attempts at indoctrination in earlier stages of their development. Impartial and objective viewpoints are often necessary in dealing with youth.

Many problems must be held in abeyance until greater maturity and experience takes place.

(3) *Preparation.*

Members of Missionary and Gospel Messages classes are ordinarily college and high school students. It is their privilege to sit day by day under the best teachers in the commonwealth. Consciously or subconsciously, they expect the same performance from their Sunday School Teachers.

(4) *Activities.*

Contrary to lay opinion, it is impossible to pour the contents of mind *A* into mind *B* unless *B* is ready and willing to put forth the effort necessary to assimilate the foreign material. When we lecture, let us be sure our students have the necessary background and that our lectures are well prepared and delivered. Better still, replace lectures with special reports by individual students, committee reports, readings, socialized discussions, etc. Students learn through their own efforts.

"A boy is a man in the cocoon—you do not know what it is going to become—his life is big with possibilities.

"He may make or unmake kings, change boundary lines between states, write books that will mold characters, or invent machines that will revolutionize the commerce of the world.

"Who knows? . . . I may go to that boy to borrow money, yet, or to hear him preach, or to beg him to defend me in a lawsuit, or he may stand with pulse un hastened, bare of arm, in white apron, ready to do his duty, while the cone is placed over my face, and night and Death come creeping into my veins.

"Be patient with the boys—you are dealing with soul-stuff. Destiny awaits just around the corner."—*Elbert Hubbard.*

There is a feeling of Eternity in youth which makes amends for everything. To be young is to be as one of the Immortals.

—*William Hazlitt.*

DO YOU KNOW?—

IV

22. What is the *Book of Mormon*?
23. Of what two peoples does the *Book of Mormon* tell us?
24. Who were the Jaredites?
25. How long did they exist as a nation?
26. Who were the Lehites?

27. What proportion of the *Book of Mormon* is about the Jaredites and what about the Lehites?

28. Why was the *Book of Mormon* dubbed the "*Golden Bible*?"

29. Why was the book named the "*Book of Mormon*?"

"THE HAPPINESS OF KINDNESS"

By Channing Pollock

A talk given on HEINZ MAGAZINE OF THE AIR, Nation-wide network of the Columbia Broadcasting Company from New York. (Used by permission.)

On a certain very cold, winter day, I was going to West Point, and found myself waiting for a cross-town car on 42nd Street. Be-



CHANNING POLLOCK

side me stood a shabby, middle-aged woman, loaded with bundles. A car came along, and the motorman stopped it with the front door directly ahead of us. In New York the entrance to most surface cars is through the front door, but apparently this isn't true on 42nd Street. The woman and I waited patiently for the motorman to open that door. We looked at him, and he looked at us, and then he turned on the current, and left us flat.

So many millions of people are kind that one is always surprised at meeting some of the millions who are not. And sometimes it seems that the number of those who are not is increasing nowadays. That may be due to the new nervous tension in which we live. Happy people are always kinder than unhappy people—but maybe they're happier *because* they're kind. Kindness is like mercy—"It is twice blessed: It blesseth him that gives and him that takes." Maybe we are less kind because our new world has grown a bumper crop of hatreds—class hatreds, race hatreds, national hatreds and small men "dressed in a little brief authority." That's too bad, for some big reasons, but also, for the not-so-little reason that every smile, every tiny courtesy and consideration is a drop of oil in the machinery of existence.

Such infinitesimal things make our days easier—a friendly word, or a "good morning" uttered as though it were a wish and not a rebuff. I still remember one 25th of December that was simply *made* for me by a soft, strange voice at the other end of a telephone wire that said, "I'm afraid you've got the wrong number, but Merry Christmas all the same." I shall never forget the man who, two weeks ago, when I alighted from a train in a dark, deserted street of Sharon, Pa., came up to me, and inquired, "Stranger, buddy, and can I do anything for you?" I'll bet he remembers it, too, and just as agreeably as I do. It's simply amazing what a nice, warm feeling it gives you to go around with

the pores of your heart open. My wife says of me that I go around like a newfoundland dog, putting my paws on people's shoulders, and wagging my tail violently. That can be overdone, of course, but—damn it!—I like people.

I think life would be easier if more of us liked people. Because kindness, and even politeness, spring from the soul. You can't learn kindness by reading Emily Post, though it might *help* to read her, and Emerson on "Manners and Character," and Bacon on "Nobility" and "Goodness of Nature," and Chesterfield's "Letters." But, even after that, there's a whole lot of difference between the traditional politeness of certain nations, and our own far-Westerner, who omits the bows, but will leave you your shirt—and give you his if you need it.

I don't like to mention the rewards of kindness, because I've always felt that the man who does good only to get to heaven may be surprised some day. But "bread cast upon the waters" *does* return. Just after the Great War, I found myself in an Oriental city, and apparently unable to get out. Finally, I managed a steamship ticket, but, on the Sunday of my intended departure, a hotel porter reminded me that all travelers required police permission to leave, and that I couldn't get the permission on Sunday. It would take twenty minutes to tell you the desperate tricks I used to persuade a determined secretary to take my card to the English Commissioner of Police. "He *never* sees anyone on Sunday," she kept repeating. Finally, I won. My card went in, and the Commissioner came out—smiling. "What can I do for you?" he asked. And then he walked a mile to open his office and give me the required rubber stamp. "You've been very kind," I thanked him, "and I don't quite understand why."

The Commissioner smiled again. "You don't remember me," he said. "In 1903 I was an actor in an English company that was stranded in America. When I was down to six shillings, I blundered into your office. You explained that you had nothing to do with employing actors, but you took me to a man who had, and talked him into giving me a job. Soon after that, I came into the title; and I've been waiting fifteen years to meet you and get even."

"If a man be gracious and considerate," Sir Francis Bacon wrote, "it shows that his heart is no island, but part of a vast continent. This, of all virtues, is the greatest, being of the character of God."

PICTURES THAT TALK

Notes by George D. Pyper

Pictures by Wilford Wood

III.

Whether walking leisurely through the streets of Palmyra, or going by automobile to nearby scenes, one is soon under the spell of the past, wrapped in the mists of the yester-days. One of the interesting spots that fascinate you is the grave of Alvin Smith, the brother of the Prophet, who died in early manhood. On the stone marking the resting

place of Alvin is an inscription naming his parentage, with date of birth and death.

Another interesting place to visit is the house in which Martin Harris lived in Palmyra, New York, together with the farm on which it stood. These will always be a matter of deep interest to Latter-day Saints. The land and the house were mortgaged for the



AT THE GRAVE OF ALVIN SMITH

Left to right: President Louise Y. Robison, Mission President Frank Evans, President and Mrs. David O. McKay, Supt. George D. Pyper.

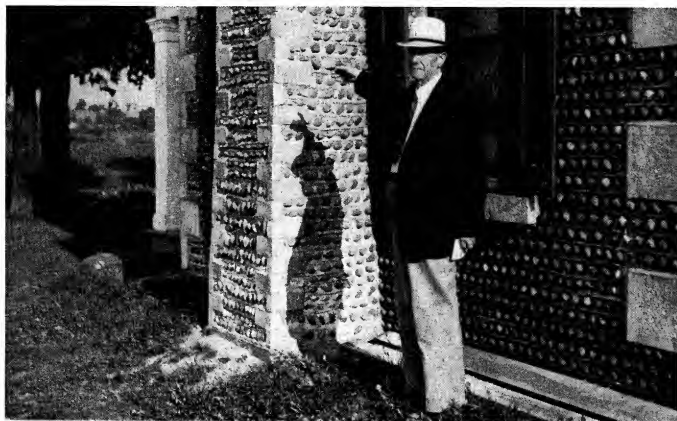
purpose of raising three thousand dollars to publish the first edition of the *Book of Mormon*.

Joseph Smith was poor. His father's family was poor. The printer, very naturally, wished to be paid for his work of turning out the book. But he had no faith that the work would sell in sufficient number to pay for its publication. Martin Harris, however, was well-to-do. He was a friend of the Smiths. Having received a testimony that

the book was what was claimed for it, he willingly put up the money for printing it.

When the Saints, after the book was out and the Church organized, went to Ohio, Brother Harris sold the farm, with the house, and went with his people to Ohio. On the further migration of the Saints westward, Martin stayed in Kirtland. He did not come to Utah until 1870, when he was a very old man. The property now belongs to the Church and is in good condition.

(To be continued)



AT THE MARTIN HARRIS HOME

Picture shows the artistic workmanship in the main wall, built over a hundred years ago, as compared with the rough modern masonry of the newly added chimney. A picture that talks.

IF IT WERE HIS LAST

That greatly-loved writer, O. D. McIntyre, wrote once, "Had I one more day to live, and the courage to carry on without whimpering, there are many of whom I should like to ask forgiveness for intentional and unintentional hurts.

"On my last day I should like to clasp the hand of every person who has helped me over the rough spots. In the hurry of everyday life there is a rude casualness in our attitude toward genuine friendship.

"I should like to recall the many little acts of selfishness toward those so near and dear to me. I should like to blot out useless falsehoods that brought only misery.

"What a priceless sense of peace, as the shadows fall, to be conscious of having tried to give the world as much happiness as it has given me! To feel that I had never taken the slightest advantage of friend or foe and that my life had been an open book that all might read.

"Such idealistic thoughts perhaps sound mawkish to those in the full bloom of excellent health, yet given one day to live I am certain they are the sort that come to us all.

"Indeed, on the final day I think my greatest regret would be that I had fallen so far short of being the kind of son my mother wished me to be."—*Our Dumb Animals*.



—Photo by W. H. Green.

SEATTLE STAKE SUNDAY SCHOOL CHORUS

At Convention held March 12, 1939.

Left to right: Grace Halverson, Stake Chorister; Sister Arnold, accompanist; Beverly Player, Stake Organist.

ANSWERS TO "DO YOU KNOW?"

(Find the questions on another page)

IV

22. The *Book of Mormon* is a record of God's dealings with the ancient inhabitants of the American continent.

23. The *Book of Mormon* tells us about (a) the Lehitcs and (b) the Jaredites.

24. The Jaredites were a people whose ancestors came to America from the Tower of Babel, under the inspired leadership of Mahonri Moriancumr and his brother Jared.

25. The Jaredites existed as a nation from about 2200 B. C. to about 600 B. C.

26. The Lehitcs comprised (a) the Nephites and (b) the Lamanites. Their ances-

tors came from Jerusalem under a prophet named Lehi, about 600 B. C.

27. Out of a total of 522 pages (latest edition), 31½ pages are devoted to the Jaredites; the rest, to the Lehitcs.

28. The *Book of Mormon* was called the "Gold Bible" because it was translated from gold plates. It was termed a "Bible" because it was mistakenly believed by non-Mormons to supplant the Hebrew volume in the belief of the Mormons.

29. The volume was named the "*Book of Mormon*" because it was an abridgment of Lehitc history by a prophet named Mormon.

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FROM THE DESK OF THE GENERAL SUPERINTENDENCY

MEETING OF STAKE SUPERINTENDENCIES AND SECRETARIES

At the meeting of the Stake Superintendencies and Secretaries, held Sunday, April 9, 1939, at 4:30 P. M. type written copies of the six following subjects were distributed to the officers in attendance. The balance of the time was devoted to two-minute testimonies on the spiritual value of Sunday School work. The following brethren gave earnest testimonies of the paramount necessity of developing spirituality in the lives of Sunday School teachers and pupils:

Charles A. Callis of the Council of the Twelve, Adam S. Bennion and Earl J. Glade, of the General Sunday School Board, D. George Shorten, Superintendent Mount Ogden Stake, L. D. Wilde, Superintendent Box Elder, Ernest S. Cook, Cottonwood, Preston Parkinson, Highland, President Mark Cram, Sacramento, Superintendent A. C. Lambert, Utah, C. Alfred Laxman, Liberty, and Joel E. Ricks, Cache.

The meeting marked a change from the usual instruction period, but was in harmony with the theme of the general conference.

I. Dime Fund. 1939 Collection:

The 1938 Dime Fund collection experiment demonstrated that though many stakes elected to collect in May, most of these finally collected in September. For the great majority, September proved to be the most satisfactory time. The General Board, therefore, recommends that the 1939 Dime Fund be collected in September.

That plan and basis of collection which provide opportunity for the schools to obtain funds for their own treasuries will be used again this year.

Envelopes will be mailed direct to ward
Page 192

superintendents early in August. The General Board will mail lists of ward superintendents and addresses to stake superintendents soon for correction. Please return lists corrected or approved to assure proper and prompt delivery of collection supplies to each Sunday School superintendent.

II. In the Interest of Better Attendance at Stake Conferences—Sunday School Conventions.

Conference-Convention reports show attendance of Sunday School workers in many stakes to have been below the average. Many stakes formerly showed 100% attendance. The average was 80%. Please make special effort to have the attendance at the conference-convention in your stake as good, or, if possible, better than the average.

III. Co-operation with Aaronic Priesthood in Extension Plan.

The Presiding Bishopric has laid plans for increasing the participation of members of the Aaronic Priesthood in all activities intended for the benefit and development of the young men who hold this priesthood. This includes their attendance at Sunday School. Please confer with local Aaronic Priesthood supervisors of your stake and ward with a view of discovering what Sunday School workers should be doing to co-operate in this important plan. A strong Aaronic Priesthood means a strong Sunday School.

IV. The McCune School of Music and Art

for the Church Music Committee offers an unusually choice training course for choristers and organists under Olaf Christiansen, nationally famous director and teacher of church music. Dates, week of July 10th to

15th inclusive. Time: 6:15 to 9 P. M. Fee \$5.00. Register at McCune School of Music and Art, 200 North Main Street, Salt Lake City, Utah. Write to school for prospectus. Music is a major factor in the inspirational Sunday School worship service.

V. Merger of Sunday School and Sacrament Meetings:

"Sacrament meetings should not be held in connection with the Sunday School, nor immediately following the Sunday School session. Several years ago two or three stakes adopted this practice, but they were advised by the General Authorities to discontinue it. The matter of convenience and even the increased attendance do not compensate for other losses incurred by the trailing of this important meeting after the Sunday School.

"The regular Sacrament meeting of the Church should be held either Sunday afternoon or Sunday evening, the definite hour to be chosen by Stake and Ward Authorities who understand local conditions." (From a letter written by the First Presidency—dated March 4, 1939.)

VI. Organize Missionary Training Classes.

The January issue of *The Instructor*, page 5, contains President David O. McKay's statement of the importance of organizing Missionary Training classes in the Sunday Schools. Please read it carefully and then try to organize these important classes so that all prospective missionaries, newly ordained elders and young people 19 and 20 years of age can get the benefit of this important training in Gospel principles.

THE GREAT SUNDAY SCHOOL CONFERENCE

On Sunday evening, April 9th, 1939, was given the usual Sunday School program in the Salt Lake Tabernacle. Its theme, as beautifully carried out, was the Resurrection of Christ, and formed a fitting climax of the General Conference sessions.

All the scriptural passages on the subject, both from the Gospels and modern works, were read continuously by trained readers. Perhaps not a few of the ten thousand persons in attendance were surprised at the completeness and the beauty of the narrative. It was a revelation. Each passage dovetailed perfectly with every other, so as to make a continuous narrative. One of the outstanding features of the story was the additional testimony of the Resurrection which the Church of Jesus Christ of Latter-day Saints has given the world in our time. The singing of "I know that My Redeemer Lives" by the great congregation at the end of the reading was deeply impressive and formed an appropriate ending to the evening's performance. It would be difficult to suggest a program that would portray more completely, more perfectly, the beautiful story of the Resurrection.

But the story was told also in appropriate music by an orchestra from the Brigham Young University and by the Ogden Tabernacle Choir and the great organ. This music, which was beautifully rendered, not only gave variety to the reading of the story, but sustained the mood throughout. The readings and the music provided an astonishing unity to the narrative, both as to words and mood. Beautiful, too, was the colorful lighting of the pipes of the great organ.

Great credit is due to those who conceived and to those who executed the theme. These include Mrs. Irma Felt Bitner who arranged the numerous passages into one story and directed the presentation, LeRoy J. Robertson, conductor of the Brigham Young University orchestra and Lester Hinchcliff, conductor of the Ogden Tabernacle Choir, Dr. Frank W. Asper, organist, Lynn S. Richards, Herbert B. Maw, Francis Urry, Richard W. Keddington and Luacine C. Fox, who read; and not the least, Don B. Colton, Tracy Y. Cannon, Junius R. Tribe, Earl J. Glade and Lucy G. Sperry, the program committee.

The service was another link in the great chain of intellectual and spiritual programs welded by the Deseret Sunday School Union.

THE COVER

On the front cover for this month is a picture of a young mother reading a story to her two children. It is a scene that can be duplicated in many a Latter-day Saint home throughout the world. Moreover, it is a scene that will do more to bring peace and happiness to a distracted and terror-stricken world than all the pomp of power displayed by rulers and magistrates.

May they multiply in number, in every nation and among every people, as the only guarantee of universal brotherhood!



NEW SUNDAY SCHOOL IN THE ISLANDS

Wherever Elder Oscar Kirkham happens to be, true to his Boy Scout-mindedness, he

does a good turn. On a recent visit to the Hawaiian Islands, besides profoundly impressing the people with his strong personality, he assisted in the organization of a new Sunday School at Pahali, Island of Hawaii. Here is a snap shot of the group:

Back Row, left to right: Mrs. John Kalua, Mrs. Jacob Kalua, Mrs. Jacob Hoopai, Oscar A. Kirkham, George W. Poulsen, Vaun J. Williams, Albert R. Boshard, John Kalua. Second Row: Jeanette Boshard, Betty Boshard, Nancy Yoshida, Arnold Hoopia, Wm. Enos, Mrs. Albert Boshard. Front Row: Kalua and Boshard children.

PRELUDE

TRACY. Y. CANNON



SACRAMENT GEM FOR JULY, 1939

(Deseret Sunday School Songs, No. 135, First Stanza)

"Come, follow me!" the Savior said;
Then let us in His footsteps tread,
For thus alone can we be one
With God's own loved, begotten Son.

POSTLUDE





SECRETARIES



Albert Hamer Reiser, General Secretary

LOSSES AND GAINS

The secretary is the one officer of a Sunday School who has the means of knowing the facts about the losses and gains of the organization. Everyone else without these facts can readily be misled, especially if he relies upon mere appearances. The danger of being deceived is great when one sees a well-filled Sunday School assembly on a bright spring day when all conditions are favorable.

The real drawing power of a Sunday School and the strength and inspiration of individual teachers are better disclosed by a careful study of the attendance in fair and foul weather and through thick and thin.

Herein lies the value of the secretary's records. Properly kept they show the truth, the whole truth and nothing but the truth and they show it under all the varieties of conditions under which Sunday Schools meet and over long periods of time.

From such records it is possible to locate the strong and weak spots, to discover the nature, extent and location of both losses and gains. Such facts are indispensable to effective executive control and direction.

The skillful secretary will publish these significant facts to the executives in well-planned reports.

A page of figures is difficult to translate into concrete relationships. It is wise, therefore, to summarize masses of figures into visual forms like charts, diagrams or graphs. The trends represented by the figures can thus be grasped very rapidly. They are

more easily understood and longer remembered.

Very substantial increases in enrollment were reported at the end of the year 1938. These are the result of the intensive enlistment work done in the fall of 1938.

This is important to all Sunday School secretaries. It offers opportunities to show the superintendency of each school, whether the particular school contributed anything to the Church-wide gain; if so, how much, and in which departments in particular. Furthermore, the secretary can show something even more important; namely, whether the school has held that gain and still more important whether the gain is in fact reflected in the form of increased attendance and whether the attendance is regularly increasing in proportion to the increased enrollment.

If attendance does not improve as enrollment improves, the gain is purely a "paper gain" and of little significance. It is the secretary's business to disclose the true nature, extent and location (by departments) of the gains and losses so the executives will not be deceived.

By performing this task well the secretary helps the superintendency to act wisely, effectively and in time to do the most good. Secretaries who fail to perform this task have a good share of the responsibility for unwise, ineffective, wasteful action or for the losses which result from delay.

These statistical responsibilities of the secretary are related directly and impressively to the ultimate success of the superintendency. Is it any wonder that the alert, dependable secretary earns a reputation for trustworthiness that is worth more than gold!



LIBRARIES



General Board Committee: Albert Hamer Reiser, Chairman; T. Albert Hooper, Wendell J. Ashton

"THE FOUR STANDARD WORKS"

The Four Standard Works is the title of a new book by Rose B. Blossom, recently published by the author's firm, The Tripple S. Publishers, 822 South Grand Avenue, Los Angeles, California. The work has 125 pages and sells for \$1.00.

Sister Blossom is a convert to the Church. She was converted through the *Book of Mormon*. Before her conversion she was a minister in one of the Protestant churches.

Her book treats of the time element in connection with the sacred books of our Church, and is particularly useful in the study of Church history and the *Book of*

Mormon. While she was in her former denomination, she got the idea that the Bible narrative could be made clearer and more interesting through visual aids. So she arranged a chart showing the religious and the political history in parallels, which enabled the reader of the Scriptures to place in time any particular event. This idea, after she embraced the Church of Jesus Christ of Lat-

ter-day Saints, she extended to the other three books on our sacred shelf.

In this volume are four charts illustrative of the books included as our standard works. By means of a simple device, therefore, the reader is able to place any event he may be studying in any one of these books in the history of mankind.

RELIGIOUS REMARKABLES

By R. O. BERG
and E. W. PHILLIPS

IN CHRISTIAN ART
A SYMBOL OF
RESURRECTION
IS THE PHOENIX,
A MYTHICAL
EGYPTIAN BIRD
WHICH DIES AND
LIVES AGAIN.



THE
EASTER EGG
IS THE SYMBOL
OF LIFE
AND DEATH.

-R. O. BERG

Religious News Service



THE WORD
EASTER

IS DERIVED FROM
THE ARAMAIC FORM
OF THE HEBREW WORD
MEANING PASSOVER.



THE CUSTOM OF HOLDING
SUNRISE SERVICES ON
MOUNTAIN TOPS ORIGINATED
WITH THE OLD BELIEF THAT THE
SUN DANCED ON EASTER
MORNING, AND THAT THOSE WHO
ROSE EARLY COULD SEE IT.

CHORISTERS ORGANISTS

General Board Committee: Tracy Y. Cannon, Chairman; P. Melvin Petersen, Vice-Chairman;
George H. Durham, Gerrit de Jong and Wallace F. Bennett

FOR JULY UNION MEETING

"While of These Emblems We Partake"

IMPORTANT.

In those stakes in which no union meeting is held in July, this lesson should either be combined with the June lesson, or held over until the first union meeting in the fall. Do not eliminate it.

Inspired by a renewed understanding of the dignity and beauty of the sacramental service, as a result of our June lesson on the ordinance itself, this month we consider our musical contributions to this sacred ceremony. These are three in number—first, a well selected, reverent hymn—then, a brief musical frame for the Sacrament Gem—and, finally, a background of soft music, "while of these emblems we partake."

Let us consider each briefly.

In selecting the sacramental song, our chief failing is lack of scope and imagination. We lead the children around a narrow circle of hymns, which, however beautiful and appropriate, because "stale and unprofitable" by too-frequent repetition. There are several cures for this. The best is planning. Make your selections for several months, rather than for one service; write them in a list, and check the repetitions. Another thought—check through the book to find two sources of new hymns:

1. Typical sacramental hymns you do not regularly use.
2. Hymns whose music is properly reverent, and whose words are in the sacramental spirit even though they are not typically sacramental poems.

The prelude and postlude will present no problem if you use those provided in the *Instructor*, and rehearse them carefully. Improvisation and adaptation are dangerous from these points of view—they are apt to be longer than the four measure limit—it is difficult to keep them in the sacramental spirit—and they cannot be played with assurance.

The climax of the whole worship service is in the hands of the organist. The Spirit cannot enter our hearts, nor can we think of His great sacrifice if the music we hear is discordant in theme, or badly played. The ideal sacramental music is softly reverent—soothing, not brilliant—unobtrusive in pattern—a background for our thoughts—not a high-

light. It should be an accompaniment to our silent hymns of praise—not a solo performance. Use an organ always, if you have one, and play music written for it, and for worship, and play it with rehearsed assurance.

There are many common faults we must avoid. Let's list a few, and check ourselves against them.

1. Shun secular music, however appealing. It will bring secular associations at a sacred time.
2. Don't use songs, even sacramental ones. They are not long enough to fill out the required time without annoying repetition, and the words inevitably intrude on the thoughts of all who know them.
3. Don't stop in the middle of a phrase, even though the deacons have returned. Bring your work to a well-rounded period.
4. No vocal solos. They have no place in sacramental services; in fact, none in any Sunday School regular worship service. Save them for special program days.
5. Use solo instruments with caution. Any "soloist" must demand an attention to himself which cannot help but lessen the attention on the sacramental service.
6. Keep your selections fresh. Don't play them over and over to a weary congregation.
7. Above all, be prepared. Select—rehearse—restrain.

If you can sit at your instrument with the spirit of the sacrament in your heart, playing music you have mastered, your mind can be free from technical worries, and you can build a similar spirit in your listeners.

Project for July:

Let several members of the group illustrate their conception of acceptable sacramental music by playing briefly. Carry out the June assignment.

Assignment for August:

Ask each chorister to bring to the August meeting one definite suggestion as to how he can improve his own work in conducting the singing practice.

Song Study:

Songs to be studied in the May Union Meeting and presented in the Sunday Schools during the month of June:

No. 10, "The Coming Day."

No. 88, "Nay, Speak No Ill."

UNION MEETINGS



General Board Committee: John T. Wahlquist, Chairman; James L. Barker, Vice-Chairman
Frank K. Seegmiller, Albert Hamer Reiser, M. Lynn Bennion and Earl J. Glade

JULY UNION MEETING

Sources of Materials

(See Handbook, pages 148 to 162)

The purpose of this meeting is to acquaint Sunday School officers and teachers with sources of lesson enrichment material which are available to them. The importance of plenty of appropriate, illustrative material and of aids to effective pupil activity is so apparent, as to need no great elucidation.

The point of chief importance in this meeting is to show that many useful materials are now available or can easily be obtained.

Briefly in the general exercises three main means of obtaining additional materials should be stressed. Already some materials may be preserved in the library of the school.

By purchase, gift or loan other materials may be obtained. What may be purchased will depend upon the amount appropriated out of the treasury of the school. Catalogs from the supply house listed on page 159 of the Handbook will disclose what needed equipment can be bought and at what prices.

In nearly every Latter-day Saint home are books, magazines and newspapers, perhaps some pictures, maps or other such materials which would be cheerfully given to the Sunday School library.

Many people have useful materials of this kind, especially valuable out-of-print books, which they would be willing to lend to the Sunday School library, if they could be assured that the books or materials would be carefully preserved, used and returned to the owners when desired.

All books and materials donated to the library should be neatly and carefully marked by rubber stamp or gummed paper label which might read substantially as follows:
"Given to the Sunday
School Library by
Date"

Similarly, all books and materials lent to the library should bear appropriate evidence of the loan and the name of the lender. A rubber stamp or label worded as follows, would suffice: "Lent to the
Sunday School Library
by Date
and may be reclaimed by the lender at any time."

Of course, books and materials purchased with Sunday School funds for the library
Page 198

will be appropriately stamped or marked with evidence of ownership.

All materials whether purchased or given or lent should be carefully inventoried and accounted for. If they are lent to teachers and pupils, a careful system of accounting for the loan and return must be kept.

Exhibits

An effective way of demonstrating the materials available is to have each of the department supervisors on the stake board co-operate with the librarian in setting up an exhibit in the July Union Meeting of the various materials at hand. These may be arranged according to departments and these exhibits should be classified as "purchased," "donated" or "lent," the donor's and lender's names appearing upon the books or other articles.

Indexes of leads to helpful enrichment materials should also be exhibited. Samples of useful teachers' and pupils' scrapbooks should be displayed. Lists of helpful bibliography available in local public libraries should be posted or mimeographed copies distributed.

Gathering and displaying available materials and useful books are important and highly necessary functions, but they will amount to nothing, unless definite practical use is made of them by stake board members and teachers.

Hence in the departmental sessions of this Union Meeting, at least two things should be done.

First: The stake supervisors should ask the ward workers present then and there to report upon sources of these exhibited materials in the respective wards which would be available to their Sunday Schools on a gift or loan basis. The teachers should be asked to make a written note of these sources and the memoranda should be delivered to the librarian or superintendent of the school near the source named. By these means the librarian of every school can be put in touch with many likely sources of valuable material.

Second: The stake supervisor should give a practical demonstration of how to use one or more of the types of equipment displayed and recommended by the department. In fulfillment of this suggestion, uses of any of the following might be demonstrated: the blackboard, pictures, the Reynolds or a home

(Turn to page 218)



THE MISSIONS



General Board Committee: James L. Barker, Chairman; T. Albert Hooper, Charles J. Ross, Junius R. Tribe, Don B. Colton

SUNDAY SCHOOL FILMS TO MISSIONS

Three films, prepared for use in the March, April and May Union Meetings in the stakes are available to the missions in the United States.

One film is entitled "A Visit to a Latter-day Saint Sunday School". This contains 42 pictures showing various Sunday School exercises and activities. A script explaining each picture accompanies the film.

The second film illustrates the Sunday School Preparation Meetings, including the Superintendent's Council Meeting, the Monthly Report and Business Meeting and the Prayer Meeting. Explanatory script accompanies these films.

These two films refer frequently to the new "Superintendent's Memoranda" which is proving so helpful to superintendents in planning and conducting Sunday School services, mission superintendents will find this book a great convenience. It can be purchased from the office of the Deseret Sunday School Union Board, 50 North Main Street, Salt Lake City, Utah. (25c)

The third film is entitled "A Teacher Preparing His Lesson." This is already known in many missions. A script explaining each picture goes with the film.

The use of these films on Monthly Business Meetings of Sunday School workers will prove interesting and instructive. If the instructions and suggestions offered are applied, Sunday School work in every department will be greatly benefitted.

AN ENVIABLE RECORD

Sister Clara Nielsen and family of the Butte, Montana Branch Sunday School, have an unusual Sunday School attendance record. We doubt if any one family in the Church can duplicate it. Here it is:

Clara (mother), 4 years; Zella, 8 years;

Afton, 4 years; Fae, (except one day account illness) 6 years; Hollis, 4 years; Glen, 4 years.

The record of each, so far in 1939 is perfect.

Members of this family have received 29 books for faithful attendance.

Sister Nielsen, when asked how her family have made this most wonderful record, said: "If we as parents expect our children to attend Sunday School each Sunday, then it is our duty, as parents, to go along with them."



THE NIELSEN FAMILY

Clara (mother); Zella, 17; Afton, 14; Fae, 11; Hollis, 9; Glen, 7.



GOSPEL DOCTRINE

SECOND YEAR BOOK OF MORMON

For Members of the Melchizedek Priesthood and Men and Women Over 20 Years of Age,
Not Otherwise Assigned.

General Board Committee: Herbert B. Maw and Gerrit de Jong

GOSPEL DOCTRINE CLASS PROJECT

It is the hope of the Gospel Doctrine Committee of the General Board that 25,000 members of the church will read the entire *Book of Mormon* before the conclusion of this course.

When we remember that this book was written by way of commandment from God, was preserved by the Almighty for many centuries, and was delivered to Joseph Smith by divine power, it is surprising that many of our people have not availed themselves of the opportunity of catching the spirit of this great book.

Class instructors throughout the Church are urged to try to inspire every member of the class to read the book. It is our plan to call for reports on this project at the end of the year. Our goal is "25,000 readers." Can we rely on you to do your part in this matter?

Below is printed a part of a letter received from Leon M. Strong, Gospel Doctrine Class Teacher in the Sugar Ward in Idaho. This shows what can be done when the teacher creates proper incentives. Won't you write to us about your experiences in putting over this project?

"We have just completed recently what we think has been quite a successful year in the Book of Mormon study in the Gospel Doctrine class in the Sugar First Ward Sunday School. In this small ward we had regularly enrolled seventy-one members attending quite regularly with a few others who came occasionally as they could or felt inclined. The attendance has been good.

"But the thing that has pleased us the most is the large number of class members who have read all of the *Book of Mormon* up to date—that is, as far as we have been assigned in the Quarterlies. Nearly all of the seventy-one members have read all of the assignments to date in the *Book of Mormon*.

"We attribute part of this success to the 'Honor Roll' we have on the class room wall. The names of all the enrolled members are listed on this card. Each Sunday we call the roll, silently for those who have read the assignment for the day. Then the secretary fills in the small block opposite each name for those who have read the assignment. Each member was eager out of personal pride to have his horizontal column filled in with the rest so he kept his reading up.

"By December first we had such a good record that we decided to make a little campaign to get all of the class up to date. It was not much of an

effort. By January first nearly all had read the assignments; only one or two who were legitimately excused were unable to do all of the reading."

Congratulations, Brother Strong. Let's hope many others follow your example.

THE SAVIOR IS BORN

Lesson 22. For July 2, 1939

Text:

III Nephi 1-2; Gospel Doctrine Quarterly.

Objective:

Develop faith. "Remember that without faith you can do nothing; therefore ask in faith." (Doc. and Cov. 8:10.)

Outline of Narrative:

- I. The departure of Nephi, Son of Helaman.
 - a. He gave charge of the plates and records to his son Nephi.
 - b. Left Zarahemla.
Never heard of again.
- II. A sign of Savior's birth is given.
 - a. Foretold by Samuel.
 - b. Wicked did not believe.
Threatened to destroy believers.
 - c. The prayer of Nephi.
 1. Heard voice of God.
 2. Learned that sign would be given that night.
 - d. Two days and one night of continuous light.
 1. The words of Samuel fulfilled.
 2. Many wicked repented.
 3. Righteous rejoiced.
 - e. A period of peace and righteousness.

III. Wickedness.

- a. Gadianton robbers increase in activities and numbers.
- b. Spread fear and destruction among people.
- c. Righteous Nephites and Lamanites unite.
 1. To defend themselves against robbers.
 2. To preserve their heritage.
 3. Curse taken from righteous Lamanites.
- d. Wickedness prevails in the land.

Gospel Topic Suggestions:

A. The members of the church during the period of Nephite History were comparatively few in number. Instructors should give the class a vivid picture of the effects on the righteous when forced to live amid almost universal wickedness. Point out (a) The persecutions (b) Their probable hardships (c) Their faith. Compare them with the Latter-day Saints during the early days of the Church, and the Christians during the first Church, and the Christians during the first centuries A. D.

B. This lesson provides a perfect background for a continuation of a discussion on "faith." The belief of the righteous in the prophecies of Samuel relating to the "sign," and their willingness to endure earthly pain for the gospel were outgrowths of "faith."

C. Stimulate a class discussion on the following questions:

1. How can one develop his own faith in God?
2. What factors of life today tend to weaken faith?
3. What factors made our early pioneers so devoted to the church?—The early Christians?—The believing Nephites and Lamanites during the period of this lesson?
4. What can be done to break down indifference and increase faith in your own ward?

D. Reference material on "Faith."

Teachings of the Prophet Joseph Smith, pp. 148, 270, 58; *Discourses*, by Brigham Young, pp. 236-242; *Gospel Doctrine*, by Joseph F. Smith, p. 122.

Note to Teachers:

Are members of your class reading the *Book of Mormon*?

THE FRUITS OF RIGHTEOUSNESS**Lesson 23. For July 9, 1939****Text:**

III Nephi 3-4; Gospel Doctrine Quarterly.

Objective:

The Almighty will not desert those who keep his commandments.

Outline of Narrative:

- I. An epistle from the Gadianton Robbers.
 - a. Written by Giddianhi—their ruler.
 - b. Outlined the armed power of the robbers.
 - c. Invited the Nephites to surrender their cities and possessions and become the brethren of the outlaws.
 - d. Threatened an invasion if their offer was refused.

II. Lachoneus prepares a defense.

- a. Ignored Giddianhi's epistle.
- b. Called Nephites to central place for defense.
 1. The righteous abandoned their homes and gathered together.
 2. Brought their herds and supplies.
 3. Chose Gidgiddoni, a prophet, to lead their armies.
 4. Built a strong defense.

III. The Gadianton Robbers attack.

- a. Waited 3 years before doing so.
- b. A bloody battle.
- c. Thousands of the outlaws slain.
- d. The righteous prevailed. Giddianhi slain.

IV. A second victory.

- a. The robbers returned after a year or two.
- b. Lay siege to Nephites.
 1. Siege failed because of many supplies.
 2. The robbers cut off in retreat after abandonment of siege.
- c. Thousands taken captive.
- d. Peace restored.

Gospel Topic Suggestions:

A. Compare the problems of the Nephites during this period in maintaining the church against the evil influences of the Gadianton Robbers with those of Christians today who live in countries where might is considered more important than religion.

B. Discuss the statement "Righteousness will triumph." Point out the truthfulness of this statement from today's lesson. The conditions facing the Nephites while they were endeavoring to protect themselves from the Gadianton robbers was very discouraging, yet in the end their righteousness triumphed.

C. Point out the triumph of righteousness.

1. From other periods of Nephite history.
2. From the early history of our church.
3. From the lives of members of your class taken from their own experiences.

D. Stress the fact that the greatest guarantee for our national and world security today is righteousness. Show why.

E. Reference material on the "Triumph of Righteousness."

Discourses of Brigham Young, pp. 172-174; *Sunday Night Talks*, by Talmage, pp. 472-481; *Teachings of the Prophet Joseph Smith*, pp. 83, 317.

DISSENSION IN THE CHURCH**Lesson 24. For July 16, 1939****Text:**

III Nephi 5-6; Gospel Doctrine Quarterly.

Objective:

To show that the joining of secret organization is against the advice of the Church and the loss of interest in the Church by those who join them.

Outline of Narrative:

- I. A period of Righteousness.
 - a. Followed the destruction or capture of all the Gadianton robbers.
 - b. People prospered in righteousness.
 1. Returned to their former homes and took up their old lands.
 2. Preached to imprisoned robbers.
 3. Gave lands to those of their enemies who covenanted to keep the peace.
 4. Built many highways.
- II. With prosperity, returned wickedness.
 - a. Began with the division of people into classes.
 1. Wealthy became lifted up with pride.
 2. Others remained humble.
 3. Resulted in division in church.
 - b. Wickedness increased.
 1. Church broken up in all the land except among a few Lamanites.
 2. Power of Satan prevailed.
 3. Former priests and judges were greatest offenders.
 - (a) They conspired against the prophets.
 - (b) Secretly murdered many preachers of righteousness.
 - (c) Revived the secret order of Gadianton robbers.
 - (d) Proceeded to destroy the government and set up a kingdom.

Suggestions on Supplemental Material:

A. In chapter five of today's text Mormon interjected into the record some of his own observations. It will be well to review the fact that Mormon abridged the writings of the historians who preceded him, and that his statement in this lesson was written into his abridgement which was made about 400 years after the period we are now studying.

Gospel Topic Suggestions:

A. For the past several Sundays we have learned considerable about the Secret Order of Gadianton Robbers. In today's lesson we find that the order has been revived among the Nephites. Devote the class period to a consideration of the attitude of the church toward secret organizations.

B. Point out that the first social and religious loyalty of all Latter-day Saints should be to the church.

1. It provides adequate opportunities for social, fraternal and religious development.

C. Consider the dangers to church loyalty and to one's faith when he devotes a substantial amount of his attention to secret organizations.

D. For information on the effects of secret societies on:

1. One's financial conditions, see *Gospel Doctrine*, by Joseph F. Smith, pp. 134-135.
 2. One's faith and loyalty to the church, see *Gospel Doctrine*, pp. 135-36.
 3. One's friendships. See *Teachings of the Prophet Joseph Smith*, p. 146.
- E. Review the effects of Secret Organizations among the Jaredites (Ether 8:13-18) and the Nephites (Helaman 2:13).
- F. Stress the wisdom of the Church advice on this question.

THE CRUCIFIXION

Lesson 25. For July 23, 1959

Text:

III Nephi 7-8; Gospel Doctrine Quarterly.

Objective:

God's power is usually not manifested unto those who do not desire to believe.

Outline of Narrative:

- I. The Government overthrown.
 - a. Chief judge murdered by members of secret organization.
 - b. Jacob was chosen to be king of secret order.
 - c. Most of the people divided into tribes.
 1. Each tribe appointed its chief or ruler.
 2. Number of tribes was exceedingly great.
 - d. Tribes opposed Jacob and his followers.
 - e. Jacob and his members of the secret order moved into the Land Northward.
- II. Activities of the prophet Nephi.
 - a. Nephi received power from heaven.
 - b. Was grieved over the wickedness of the people.
 - c. Preached repentance and remission of sin.
 - d. Performed miracles.
 1. Raised his brother from dead.
 2. Did many more miracles.
 - e. People were angered because of his power.
 - f. Few were converted.
- III. The Crucifixion of the Christ.
 - a. Happened about 33 years after the signs of his birth.

(Turn to page 218)

MISSIONARY TRAINING



COURSE D—GOSPEL RESTORATION THEMES

For Elders and Other Young Men and Women of 19 and 20 Years of Age
General Board Committee: James L. Barker, Chairman; Don B. Colton, William E. Berrett

CONCERT RECITATION

Hebrews 12:9

"Furthermore we have had fathers of our flesh which corrected us, and we gave them reverence: shall we not much rather be in subjection unto the Father of spirits, and live."

MAN'S ETERNAL JOURNEY

Lesson 20. For July 2, 1939

Objective:

To teach that man is an eternal being who lived before he came here, that he comes to earth for a definite purpose and shall endure after death.

Suggestive Teacher's Plan:

This lesson attempts to give briefly a description of the journey of man from his pre-existent state to his endless home in the world hereafter. Mormonism offers a connected and eternal view of man's existence. Every member of the Church and especially the missionaries should get a clear conception of the entire story of life—heretofore, here, and hereafter.

Today's lesson may be presented as a socialized discussion of these questions and problems:

I. Whence Did I Come? How does the belief that we are all brothers and sisters in a divine family affect our daily living? Explain the statement, "Our hearts must beat toward our neighbor as toward a brother." Some think of our pre-existence as a cooperative adventure among the members of a divine family. Others think of it as a state which so affects and conditions this world-life that it is charged with the failures and successes made here. Contrast the effects of these beliefs upon daily living.

II. Why Am I Here? We believe that we are here in this world-life because it offers greater opportunities than we had, in the pre-existent state. List some of these opportunities. What part does achievement against odds have in the earth-life? What constitutes successful living in the earth-life? Do

you think that these criteria of successful living should be applied to our pre-existence and to our future life? Explain. Now explain why the Gospel, "God's divine plan for successful living," is eternal in its nature. Is the so-called "fall of man" to be considered as a "fall" or a "rise?" Explain. Just how is Jesus the central figure in the plan of salvation? Explain why personal immortality in the Kingdom of God is the highest goal of personal achievement and brotherly helpfulness, the two important aspects of living.

III. Discuss the place in the Gospel plan of Jesus The Christ. He was and is our elder brother in the pre-existent world, is the being from out the unseen world to whom the Father delegated the labors connected with the earth and its inhabitants. Indeed, He created the world. See John 1:1-14. He is the author of the plan of life. That plan provides for eternal progression.

Assignment:

Have a member come prepared to give a brief talk on tithing and another member come prepared to talk on fast offerings.

Urge each member to read carefully Lesson 21. See *Improvement Era*, December, 1936.

Teacher's Summary:

"Adam felt that man might be; men are that they might have joy."

TITHING AND FAST OFFERINGS

Lesson 21. For July 9, 1939

Text:

Gospel Restoration Themes, Lesson 21. Also, if available, Lesson 39 of the Missionary Training Department for 1938.

Objective:

To teach that the financial laws of the Church, when properly obeyed, bring spiritual power and develop faith.

Suggestive Teacher's Plan:

"When a man gives his money he is giving of himself." "Will a man rob God," yet spend money on ice cream, soft drinks, chewing gum and cigarettes? Someone has said, "God never gives a quit-claim deed, he only

grants a leasehold estate, and he who receives must ever return the rental." "Time spent in the accumulation of wealth with a greedy, mercenary attitude is time lost when judged by the real values of life." "Let not thy left hand know what thy right hand doeth." Tithing must not be ostentatious.

Today's lesson should be carefully presented with the objective in mind. The teacher should offer suggestions before the talks are given. The talks previously assigned should cover the following:

I. A partnership is not a one-sided contract—partnership with God requires a dedication of one's all to his service. One should truly give of himself—of his time, talent, and money. Jesus said, "Come unto me all ye that labor and are heavy laden and I will give you rest. . . for my yoke is easy, and my burden is light." So it will seem to those who render service to humanity through the organizations of his church. "Prove me here-with, saith the Lord of Hosts, if I will not open the windows of heaven." The temporal blessing comes largely from the cultivation of thrift habits; the spiritual blessings in the form of greater loyalty, honesty, integrity, sincerity, and unselfishness. Thus tithing furnishes to all the means of developing unselfishness; and it serves as a practical method of showing loyalty to the church, which needs revenue to carry on the work of God.

II. Let the class member assigned this topic discuss "It is more blessed to give than to receive."

Just how does fasting in moderation call our attention to the fact that the spirit as well as the body needs sustenance. Is fasting designed as a scheme to mortify the body which is thought by some to be carnal and devilish? Explain. How is fasting related to physical health? What should be the nature of eating after fasting? Explain just how fasting may be of material benefit to a community? Explain just how fasting may be of spiritual benefit.

Assignment:

Announce that each member will be expected to discuss what constitutes a sacred Sabbath. Ask one member to talk on the subject, "The New Testament Teachings Regarding the Sabbath." Another should discuss "The Teachings of Modern Day Prophets Regarding the Sabbath."

Teacher's Summary:

"The kingdom of God is within you." That which makes for true nobility must come from within. All the laws of God, when properly obeyed, exalt the human soul.

THE LORD'S DAY

Lesson 22. For July 16, 1939

Text:

Gospel Restoration Themes, Lesson 22. Also, *Articles of Faith*, by Talmage, page 449.

Objective:

To teach that one day in every seven should be set apart as the Sabbath Day and that the Lord has designated Sunday as that day.

Suggestive Teacher's Plan:

This lesson discusses the Lord's day and the question: Should it be celebrated on Saturday, the last day of the week, or on Sunday, the first day of the week? This question becomes important because of the existence of a church which rests, in a large measure, on the doctrine that the Sabbath of the Lord should be celebrated on Saturday. The origin of the Seventh-Day Adventists should be looked up in a good encyclopedia. The Latter-day Saints accept the Christian Sabbath instead of the Jewish Sabbath as the day on which to worship the Lord. (See *Doctrine and Covenants*, 59:12) The lesson points out why we accept the first day of the week rather than the seventh day of the week as the Lord's day.

I. *Evidences from the New Testament.* Let a class member give the evidences in the text in a very careful and methodical manner. The use of the blackboard will be very helpful in writing down important statements and references. For example, list on the blackboard the important events which took place on the first day of the week; and carefully point out that there developed the custom of meeting together for acts of public worship and for the preaching of the Gospel in Apostolic times, and "since that was the case, it doubtless was ordered by the Messiah's own appointment."

II. *Evidences from the Early Christian Fathers.* Have a student read the statement of Justin Martyr in regard to the early Christian worship.

III. *The Sabbath Cannot be at the Same Time all Over the Earth.* Have a student read the statement of President Anthon H. Lund.

IV. *The Purpose and Use of the Sabbath.* The teacher might conclude the class period by asking these questions: What is the meaning of the statement, "The Lord's day is a day of rest?" In what recreational activities should a Latter-day Saint participate? Among all of these activities which might be participated in on Sunday? Discuss.

Assignment:

Have a returned missionary of mature years or some other well informed person discuss before the class the marriage institution among the Latter-day Saints. The missionary will always be asked questions concerning the marriage practices among the Latter-day Saints. Each member should be urged to study the lesson carefully.

Teacher's Summary:

Repeat in concert the verses 8, 9, 10, chapter 20 of Exodus. "Remember the Sabbath day, to keep it holy. Six days shalt thou labor, and do all thy work; But the seventh day is the sabbath of the Lord thy God: in it thou shalt not do any work, thou, nor thy son, nor thy daughter, thy man-servant, nor thy maid-servant, nor thy cattle, nor the stranger that is within thy gates."

THE MARRIAGE INSTITUTION

Lesson 23. For July 23, 1939

Text:

Gospel Restoration Themes, Lesson 23 and 24; *Articles of Faith*, by Talmage, pages 455 to 459; "High Road to Better Living," manual of Senior Dept. of M. I. A., 1936-37, chapters 11, 13, 14.

Objective:

To teach that the marriage relationship provides the greatest opportunity for personal development, creates the home—the basic unit of society; and should be for time and eternity if these are to be everlasting.

Suggested Method Outline:

I. *What Should a Person Bring to the Marriage Altar?* This subject should be presented by a mature person known to have a deep understanding of young people and their problems. The talk could be organized about the following topics: (a) *The charm of being oneself.* To develop charm one needs only to build a Christ-like character out of the materials at hand. (b) *The masculine and the feminine.* Let the man be a real man, and the woman a real woman as they approach the marriage altar together. (c) *Uncorrupted "life cells."* Each person is the custodian of a long line of heredity bound up in "life cells." Let clean lives be brought to the marriage altar. (d) *A knowledge of sex.* Without being abashed these young people should approach the marriage altar with a full understanding of how sex functions in maintaining the race and in

bringing a fulfillment of the romantic passion of true love. (e) *A willingness to give and take.* Two personalities will need to be blended into an integrated whole without either losing its identity. (f) *Be fruitful and multiply.* "Be fruitful and multiply and replenish the earth," is one of God's first commandments.

II. *The Marriage Covenant.* This subject might be presented as a short talk by a class member. The talk might be organized around these statements: "The marriage covenant is more than a legalized contract. It is a solemn sacrament, under which the parties are made eligible to the blessings of divine approval and by which they are answerable both to the law of man and to the power that transcends all institutions." "The Latter-day Saints accept the doctrine of the imperative necessity of wedlock and the sanctity thereof." "We regard children literally as the gift from God committed to our parental care, for whose support, protection, training in righteousness we shall be held to a strict accounting." "The ordinance of celestial marriage comprises and includes marriage for time, and is therefore administered to none who are not legally eligible to marry according to the law of the land." "Marriage is a contract and a sacrament, and carries with it values which ought to be made everlasting. One who really believes in personal immortality would wish a marriage for eternity. This type of marriage is solemnized in the House of the Lord and is offered only to those considered worthy. Such a marriage gives much greater meaning to this sacred relation, and beyond question makes the home permanent. Too many turn down a birthright for a mess of pottage."

Assignment:

The assignment should be made for Sunday, August 6, 1939. Lesson 25 should be studied by each member. Ask a member to prepare a talk on "The High Order of Joseph Smith's Life." The member should give the estimate of his work by honest investigators. Let another give a talk on "Joseph Smith, The Great Spiritual Teacher."

Teacher's Summary:

The Latter-day Saints are unique in teaching the great doctrine of celestial marriage. The values growing out of such a marriage covenant are everlasting.

OPEN SUNDAY

July 30, 1939



GOSPEL MESSAGES



COURSE C—PROBLEMS OF LATTER-DAY SAINT YOUTH

For Ordained Priests and Young Men and Women 17 and 18 Years of Age.

General Board Committee: Adam S. Bennion, Chairman; John T. Wahlquist, Vice-Chairman
Lynn S. Richards, Earl J. Glade

LESSONS FOR JULY

YOUR COUNTRY

Lesson 20. For July 2, 1939

Problem:

What Are My Responsibilities To My Country?

Text:

Lesson 20, Lesson Quarterly.

References:

Talmage, *Articles of Faith*, Chapters 10 and 20; *Book of Mormon* (see citations for suggestive reading); Mayflower Compact; Declaration of Independence; Constitution of the United States; *Doctrine and Covenants* (see citations in Talmage).

Objective:

To see that responsibility to America—the land of Zion—includes both good citizenship in the government and loyalty to God's purposes.

Methodology:

It is suggested that the socialized lesson technique be continued in use. Its success or failure will be measured in large degree by the advanced assignments which should initiate individual or committee research, preparation, and report. The quotations in the Lesson Quarterly furnish the basis of brief reports where students do not desire to study further.

The questions below are suggested for use:

1. Where must we go for the only detailed history of Ancient America?

*2. Why do you regard the publication of the *Book of Mormon* as an expression of Joseph Smith's belief in the divinity of his mission? (Note the first paragraph in the Lesson Quarterly.)

*3. What are the evidences that the *Book of Mormon* is a true account of Ancient America? (See also Roberts, *New Witness for God*.)

*4. According to ancient American prophets what is God's warning to the inhabitants of the American continents? (See Lesson Quarterly.)

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*5. How did the great civil documents, the Mayflower Compact, the Declaration of Independence, and the Constitution, advance the cause of religion and pave the way for America—the Land of Zion! (A very important assignment, see the Lesson Quarterly for quotations and suggestions.)

*6. Where is the "City of Zion"? Why are not the Mormons residing there? (See Talmage, Chapter 19.)

*7. What did Brigham Young mean when he said, "In the laws of every government, . . . there are certain principles that ere long sap the foundations of their existence. . . ." (See the quotation in the Lesson Quarterly.)

*8. What are our responsibilities as citizens of America? Religious, as well as political?

Note: Inasmuch as the personal problems are also general in nature, they should also be considered in class.

Enrichment Materials:

1. Songs, such as, No. 215, "America;" No. 10, "The Coming Day;" No. 12, "Zion Is Growing;" No. 74, "When Jesus Shall Come In His Glory."

2. Copies of the Mayflower Compact, the Declaration of Independence, etc.

YOUR COUNTRY'S CONSTITUTION

Lesson 21. For July 9, 1939

Problem:

What Should Be My Attitude Toward the Constitution?

Text:

Lesson 21, Lesson Quarterly.

References:

Widtsoe, *Discourses of Brigham Young*, Chapter 31; Joseph F. Smith, *Gospel Doctrine*, Chapter 23; Preston D. Richards, "Religion and the Constitution of the United States," *Deseret News*, September 5, 1936; *The Constitution of the United States*.

Objective:

To see the Constitution as an inspired

*Advanced assignments.

document with definite personal and religious guarantees.

Methodology:

It is suggested that the socialized recitation technique be employed, with certain minor shifts; to-wit, it may be desirable to invite an attorney to talk on the Constitution. However, political discourses and arguments are out of place in the Sunday School.

The following pivotal questions parallel the Lesson Quarterly:

*1. What is the evidence that the framers of the Constitution sought divine guidance? (Whether or not this is assigned in advance, the quotation from Franklin should be read aloud and discussed.)

*2. What are the *ideals* of the Constitution? What is the meaning of individual liberty? etc. (If assigned in advance, direct attention to the list in the Quarterly.)

3. Do you believe the Constitution to be an inspired document? Why?

*4. What does the Constitution say about religion? (See the quotation in the Lesson Quarterly.) Have the Mormons had occasions to use this in argument? When?

*5. Is the Constitution perfect? (If assigned for special report, direct attention to quotation in the Lesson Quarterly, which may be read aloud in making the report.)

*6. Is the Constitution obsolete? (Ditto.)

Note: Inasmuch as there is nothing sacred about the personal problems they may also be used as the basis for discussion.

Enrichment Material:

1. Sing at least one patriotic song: No. 215, "America;" No. 203, "The Star Spangled Banner;" "America, The Beautiful."

2. Exhibit pictures of the framers of the Constitution, Constitution Hall, etc.

3. A copy of the Constitution of the United States.

YOUR COOPERATION AND LEADERSHIP

Lesson 22. For July 16, 1939

Problem:

What Does It Mean to be a Latter-day Saint?

Text:

Lesson Quarterly, Lesson 22.

*Advanced assignments. If a few persons are assigned these questions for brief reports, the success of the hour is assured.

References:

Brown, "Tolerance," *The Deseret News*, Saturday, May 9, 1936; Ewald, "My Little Boy," *Journal of the National Education Association*, Vol. 25, Number 5, May, 1936, p. 149; Hutchinson's, *If Winter Comes* (see the role of Mark Sabre); Kent, *The Social Teachings of Jesus*; Roberts, *A Comprehensive History of the Church*, Vol. I, Chapter XXXVIII.

Objective:

To recognize that assistance in the solution of social problems is a part of the religious duty of a Latter-day Saint.

Methodology:

Throughout the course we have advocated the socialized recitation as the most desirable type of teaching. Questions designed to provoke discussion are listed below (those requiring advanced preparation and suitable for special report are marked with an asterisk):

*1. What does it mean to be a Latter-day Saint in twentieth century America?

*2. What problems in contemporary life do you think Jesus would attack if He were living on the earth today?

*3. Explain "the interrelation of men." How are the "fates of men intermingled?"

*4. Why must social problems be solved collectively?

*5. Special report: collect Scriptural citations to (a) the Kingdom of God, and (b) Zion. What are their attributes?

6. (a) Should a Latter-day Saint deny his blessings to the world? (b) What does it mean to keep oneself unspotted from the sins of the world?

*7. What are the *obstacles* to cooperation in the solution of the problems of society?

*8. What should be the attitude of the Latter-day Saints towards other religions. (See the quotations from Joseph Smith, Philipps Brooks, Hugh B. Brown—these should constitute a part of the special report).

9. Evaluate the six forms of *tolerance*. Which form do you exhibit toward: (a) the war in Spain, (b) gambling; (c) Catholicism, etc.

Take plenty of time to make the assignments. Inasmuch as this is vacation time, make sure that each assignment will be prepared and reported.

Enrichment Materials:

1. Songs: No. 246, Truth Reflects Upon Our Senses.

2. Tolerance. (When this subject is reached see how the students react to this

excerpt. The complete article is cited above under the heading, "My Little Boy."

"There is a battle royal and a great hullabaloo among the children in the courtyard.

"I hear them shouting 'Jew!' and I go to the window and see my little boy in the front rank of the bandits, screaming, fighting with clenched fists and without his cap.

"I sit down quietly to my work again, certain that he will appear before long and ease his heart.

"And he comes directly after.

"He stands still, as is his way, by my side, and says nothing. I steal a glance at him: he is excited and proud and glad, like one who has fearlessly done his duty.

"What fun you've been having down there!

"'Oh,' he says, modestly, 'it was only a Jew boy whom we were licking.'

"I jump up so quickly that I upset my chair:

"'A Jew boy? Were you licking him? What had he done?'

"'Nothing. . . .'

"His voice is not very certain, for I look so queer.

"And that is only the beginning. For now I snatch my hat and run out of the door as fast as I can and shout:

"'Come . . . come . . . we must find him and beg his pardon!'"

YOUR STATE

Lesson 23. For July 23, 1939

Problem:

What Do I Owe to the Mormon Pioneers?

Text:

Lesson 23, Lesson Quarterly.

References:

Morris, *Prophecies of Joseph Smith*, Chapter V; Roberts, *A Comprehensive History of the Church*, Volumes II and III; Whitney, *History of Utah*, Volume I; Smith, *A Short History of the Church*; Bancroft, *History of Utah*.

Objective:

To sense a deeper appreciation of the contribution of the Mormon Pioneer.

Methodology:

Following the previous suggestions, the

socialized discussion is favored, supplemented by special reports. (Note asterisks below.)

*1. Under what conditions did Joseph Smith prophesy the removal to the Rocky Mountains? (Locate a copy of Morris in the ward, and have some student make a detailed report of Chapter V.)

*2. Under what circumstances was Joseph martyred? (Provide the student reporting with source material. See Roberts, Whitney, Smith, et al.)

*3. Why did the Lord lead the Saints to the Great Basin?

*4. Why were the Saints able to cross the plains in such a systematic manner?

*5. Explain the organization of the Pioneer group.

6. What were the dangers and hazards of the trek over the plains?

*7. What stories did Jim Bridger, Major Harris, and Samuel Brannon tell the Mormons?

*8. Describe the entrance into the Valley.

Lesson Enrichment:

1. Songs: No. 16, "Come, Come, Ye Saints;" No. 150, "Utah, the Queen of the West;" No. 198, "O Ye Mountains High;" No. 200, "Proud? Yes, of Our Home in the Mountains."

(Have one or more used as "Community Singing," special group selections, solos, and as opening, closing, and practice songs in the general assembly.)

2. Pictures. Secure appropriate pictures of pioneer scenes, such as Brigham Young entering the Valley, scenes on the plains (wagon formations, etc.), Joseph Smith and Nauvoo incidents, etc.

(Display and explain at the appropriate time).

Inasmuch as next Sunday is Open Sunday, take plenty of time in making the advance assignments for August 6th. See the suggestions in next month's Instructor.

OPEN SUNDAY

Fourth Sunday, July 30, 1939

Although this exact date may not coincide with the Stake Conference, one period is set aside as an open Sunday for such events.

*Advanced assignments.

NEW TESTAMENT



Course B—For Ordained Teachers and Other Boys and Girls 15 and 16 Years of Age
General Board Committee: M. Lynn Bennion, Chairman; Llewelyn McKay, Vice-Chairman;
Thomas L. Martin and Wendell J. Ashton

CONCERT RECITATION FOR JULY

(St. John, Chapter 14, Verses 23-4)

"... If a man love me, he will keep my words; and my Father will love him, and we will come unto him, and make our abode with him.

"He that loveth me not keepeth not my sayings."

SUGGESTIONS FOR TWO-AND-ONE-HALF-MINUTE TALKS

1. The Necessity for Revelation. (Discuss the need for personal supervision by the architect of a building. Then show how much more important it is that the Architect of the Universe keep in communication with His supervisors and overseers. Read the Quarterly, Lesson 21.)

2. The Priesthood, A Mark of the True Church. (The commanding officer of an army does not go to each soldier and explain the order of march or the plan of battle. The chief executive of a corporation does not supervise the work of every employee. When Christ's church expanded, He chose twelve apostles and ordained various other officers, and sent them out to spread the Gospel in His name. The details of any great work must always be delegated to the subordinate officers and workmen. Therefore, the Church possessing the authority to carry on the Lord's work is the true Church.)

3. "If a Man Love Me, He Will Keep My Words." (St. John 14:23.) (Show that the true followers of Christ are those who do His will; that is, who live according to the Gospel He brought to mankind.)

THE FOUNDATION STONE

Lesson 20. For July 2, 1939

Objective:

To show that only through revelation may we come to know God and to recognize the Truth.

Text:

Quarterly, Lesson 20.

Supplementary References:

Talmage, *Jesus the Christ*, pages 360-365, and Note 7; pages 773-777, and Note 5; *Articles of Faith*, Lecture 16, and the Notes; Tanner, *New Testament Studies*, pages 285-288; and *The New Testament Speaks*, pages 297-300.

Suggested Outline:

- I. What Did Jesus Teach Concerning the Importance of Revelation?
 - a. What was His mission among men?
 - b. How were His disciples taught to know the Father?
 - c. How did Peter know that Jesus was the Christ?
 - d. Why did Jesus say that He would build His Church upon the rock of revelation?
- II. What Should Be Our Attitude Toward Revelation?
 - a. How can we know that Jesus is the Christ?
 - b. To whom may revelation be given?
 - c. How should the knowledge of revelation affect our lives?

Suggestions for Teaching:

This lesson is ideal for the directed study method. It follows so closely in subject matter the one preceding that it would be well to conduct a careful review before the study period begins. There may be two objectives in today's lesson: the one given above, and another concerning the importance of Church organization. Both points may very well be stressed, but the chief emphasis really belongs to the first, for it was through direct revelation that our Church was organized.

Supplementary Material:

1. The Church today is a field in which the wheat and tares are growing side by side. Sometimes the tares seem to flourish more than the wheat, and sometimes it is difficult for us to know the one from the other. But God has given us assurance that if we will diligently seek Him, striving earnestly to build up His kingdom and not destroy it, we shall know the difference and not be misled. The spirit of revelation will guide us.

He has warned us, though, that even the

very elect are in danger of being deceived. There are some people, unauthorized, who claim to have revelations guiding all the members of the Church. That is not according to instructions from the Lord. There are others, also unauthorized, who would take upon themselves the responsibility of sorting out the tares. That, too, is contrary to the will of God. The Lord Himself will deal with such matters in His own way and in His own due time. Our chief duty is to live worthily and to seek the spirit of inspiration, so that we may be guided into paths of righteousness and not be among those who are deceived.

Activity Projects:

1. Tell in class the parable of the wheat and the tares.
2. Memorize Matthew 16:15-17.
3. Give a short classroom talk on one of the following subjects:
 - a. The Value of a Testimony from Within.
 - b. The Danger of Being Deceived.
 - c. How Can We Receive Revelation?

THE TEST OF AUTHORITY

Lesson 21. For July 9, 1939

Objective:

To show that authority to act in God's name is one of the three great marks of the true Church.

Text:

Quarterly, Lesson 21.

Supplementary References:

Talmage, *Jesus the Christ*, pages 362 and 392; *Articles of Faith*, pages 184-194; page 783, Chapter 5, verse 19; page 781, Chapter 3, verse 27.

Suggested Outline:

- I. What Evidence is There That Jesus Considered Authority Essential?
 - a. What reason did Jesus give for performing His mission?
 - b. Did He appoint Himself to be the Messiah?
 - c. What did Jesus do to prove that authority may be delegated?
 - d. Did John the Baptist recognize the matter of divine authority?
 - e. What have the two orders of Priesthood to do with authority?
- II. Why Should We Be Concerned About Authority?
 - a. Was divine authority a characteristic of the former Church of Christ?
 - b. Did Jesus' followers continue to hold that authority, or was it lost?

- c. May this authority be possessed by more than one church?
- d. How did the founders of our Church receive their authority?

Method of Teaching:

Lessons 20, 21, and 22, are but subdivisions of one subject. It is important, therefore, that a brief review be conducted at the beginning of the class period, so that the pupils will clearly understand the relationship between the lessons. After the review, use the directed study method of teaching.

It is important that we constantly bear in mind the objective of the lesson, for one of our chief claims to being the one true Church depends upon this matter of authority. Review briefly the importance of authority as shown in the Old Testament. (See the foregoing reference to the *Articles of Faith*.) Then, if possible, have pupils discuss the importance of authority in civil life and in business.

Supplementary Material:

1. Noah was divinely commissioned to build the ark; Abraham was called by the Lord to undertake the work of founding a new nation, far away from his idolatrous family and neighbors; Moses was authorized at the burning bush to lead Israel from bondage; Samuel received his divine call when he was but a boy in the service of Eli, the priest.

2. In every organization, the matter of authority is of vital importance. In the army and navy the utmost care is taken in selecting officers, and one of the strongest traditions of these organizations is respect for authority. Ignoring or opposing it is a very serious offense.

In civilian life, resisting an officer is promptly punished by fine or imprisonment. More serious still is the crime of impersonating an officer, for this is counterfitting the authority of the law.

Both in military and in civilian life, the good soldier and the good citizen respect and uphold authority. It is all the more important that citizens in the Church and in the kingdom of God should honor and sustain the divine authority of the leaders, who have received their commissions from God Himself, through His chosen representatives. Surely it will be to our credit if we have not scorned, flouted, and blindly criticized those who represent the Lord, even though they sometimes seem, to our human understanding, to walk imperfectly—for we, too, are subject to error.

"He that is without sin among you, let him cast the first stone." These words apply

to us, as well as to the accusers of the woman taken in sin.

Activity Projects:

1. Discuss in class one of the following topics:

a. Where There Is Order There Is Authority.

b. Priesthood, a Mark of the True Church.

c. The Restoration of the Aaronic Priesthood.

d. What Should Be Our Attitude Toward Authority?

2. (For boys holding the Aaronic Priesthood). Trace back as far as you can the source of your authority. (For girls) Trace back the authority of your father or of some near relative.

3. Prepare a chart showing the distribution of authority in our Church, from the President of the Church down through the stake and ward leaders, including your Sunday School organization.

THE THIRD MARK

Lesson 22. For July 16, 1939

Objective:

To show that the possession of the fulness of the Gospel is the chief mark of Christ's Church.

Text:

The Third Quarterly, Lesson 22.

Supplementary References:

Talmage, *Articles of Faith*, pp. 219-39; 441-61. (The latter references is of unusual importance.)

Suggested Outline:

- I. What was the Lord's purpose in giving us the Gospel?
 - a. Is it the Lord's purpose to supervise our every act?
 - b. How shall we know what He would have us to do from day to day?
 - c. At the last day, what will be the standard by which we shall be judged?
- II. Is it enough for a church merely to have the Gospel?
 - a. What did Jesus do to emphasize the importance of putting into practice the principles of the Gospel?
 - b. In the light of this and the two preceding lessons, what are the chief characteristics of this church that substantiate our claim to having the only true church of Christ?

Method of Teaching:

Preferably use the directed-study method, for this lesson is largely informational. With the Quarterly material as a background, the teacher has an opportunity to make some very important applications. The material presented should strongly impress pupils with the importance of living the Gospel of Jesus Christ and of doing His will in every activity of life. Anything else is hollow sham, unworthy of the name of Christianity.

Be sure to save enough time to summarize briefly the chief points in this and the two preceding lessons, for the three form one unit—the marks of the true Church. Ask the students to recall things Jesus said that would indicate His condemnation of one who thought to enter the kingdom of Heaven without actually living the principles of the Gospel. Also, have them show from history, literature, or personal observation that the true worth of a man, a family, or a nation is measured by actual accomplishment—not by intentions, beliefs, and promises.

Supplementary Material:

1. A new family moved into a small community and leased a farm at the edge of town. Both the man and his wife were very sociable and immediately won the confidence of the townspeople by their friendliness, frankness, and apparent industry.

"Just give me a few days!" the man told his neighbors. "You won't know the place! I'll straighten up those fences, plant a flower garden and a lawn; I'll plow up that salt-grass bottom land and get it seeded to clover."

He was elected chairman of a committee to consider the advisability of starting a co-operative dairy herd and creamery.

But the days went by and the improvements were not begun. The road to town grew dusty with the passing of his automobile, and the road to the field was choked with weeds. Horses stood idle, and the front gate still sagged on its hinges. After awhile the neighbors began to miss some of their tools and even small implements that were left in the fields.

Then one day the owner of the farm came to see how his tenants were getting along. He found the place deserted, and nearly everything of any value had been taken away. The family had moved on to another town, far away, where they could "make a new start in life."

Jesus criticized most severely those whose outward appearance was good but whose acts were evil.

2. Kennedy, in his play, "Servant in the

House," contrasts the character of a hypocrite with that of his Christ-like brother. The play is so convincing, and so interestingly written, that every member of the class should read it. It will leave a vivid impression of the works of a true follower of Christ.

3. When Jesus was on earth, He taught men the principles of love, of tolerance, and of forgiveness; He demonstrated His respect for law and authority, and His love of simplicity. Pomp and power and earthly glory were not a part of His life. Surely, then, His Church will exemplify the things He taught, will do the things He did, and will seek to avoid the things that He avoided.

Activity Projects:

- I. Talk to the class for three minutes on one of these topics:
 - a. "He that Doeth the Will" (Be sure to read the poem in the Quarterly).
 - b. Christianity as the Indian Saw It.
 - c. The True Standard of Judgment.
- II. Tell briefly about some neighbor or acquaintance who lives always according to the Gospel.
- III. From a newspaper, magazine, or other source, bring an account of a truly Christ-like act.
- IV. Name the three sure marks of the true Church.

SINGLE-MINDED LOYALTY

Lesson 23. For July 23, 1939

Objective:

To impress our pupils with the fact that it is only by being truly loyal to the principles of right that we can hope successfully to solve the problems of life.

Text:

Quarterly, Lesson 23.

Supplementary References:

Talmage, *Jesus the Christ*, pp. 461-4; Dummelow, *One Volume Bible Commentary*, p. 674 (verse 44), pp. 648-9 (beginning with verse 19); Tanner, *New Testament Studies*, pp. 196-8; *The New Testament Speaks*, pp. 361-5. (The last reference is extremely interesting and important.)

Suggested Outline:

- I. Did Jesus expect His disciples to place single-minded loyalty to the Gospel above everything else?
 - a. What did He tell His followers was of most worth to mankind?
 - b. What price should one be willing to pay for this thing?
 - c. Under what conditions may one enter the kingdom of heaven?

- d. Why cannot a person serve two masters?
- e. Why is it folly to serve mammon rather than God?

II. Can we show single-minded loyalty to God nowadays?

- a. What kind of thoughts will cause one to do wrong?
- b. How can we have minds that are dominated by good motives?
- c. What kind of things are perishable and what kind are eternal?
- d. What motives should one have if he would be happy and successful in life and at the same time lay up treasures for eternity?

Supplementary Material:

1. Indians have a peculiar sign to designate a liar, or one who is not trustworthy. They spread the first two fingers of the hand, meaning that the person has a forked tongue; that is, he tells different stories at different times. It is also interesting to note that among all the animals of the earth, there is none more loathsome and hateful than the snake, which has a forked tongue.

2. Among the truly great men and women of the earth in any age, it is impossible to find one who did not have the quality of single-minded loyalty to the principles of right living. Of course, there have been many famous people who have not had this quality, but all of them have fallen far short of being truly great. (Larned's *A Study of Greatness in Men* contains a wealth of material bearing upon this lesson.)

Activity Projects:

1. Discuss briefly one of the following topics:
 - a. The Insecurity of Worldly Treasures.
 - b. Trying to Serve Two Masters.
 - c. The Value of Thinking Good Thoughts.

(Encourage the pupils to relate incidents that will illustrate the truth that only those whose motives are right, who are loyal to the principles laid down by Jesus, are really happy.)

2. Perform some act that Jesus has requested us to do, such as visiting the sick, cleaning up the yard or cutting the lawn for someone who is unable to do the work, paying tithes or other offerings, etc.

Fifth Sunday, July 30, 1939

OPEN SUNDAY

To enable class to consider lesson missed on account of attendance at Stake Conference.

OLD TESTAMENT



Course A—For Deacons and Other Boys and Girls, 14, 15 and 16 Years of Age.

General Board Committee: T. Albert Hooper, Chairman; Junius R. Tribe and Wallace F. Bennett

CONCERT RECITATION

(I Samuel 16:7)

The Lord seeth not as man seeth; for
man looketh on the outward appearance,
but the Lord looketh on the heart.

LESSONS FOR JULY, 1939

Note: You have now a new Quarterly. No doubt you are aware how imperfect the class preparation is when your pupils do not have Quarterlies. Can you see to it that each one has a copy? Then your task will be how to get them to study it.

Have you tried the study period in your class? If all the members of your class have Quarterlies, set aside a period during which they study in class the work for next Sunday. Help them as they do so. After they have completed the study, or when the time is up, gather the Quarterlies, so that you will be sure to have them at the following recitation.

RUTH: A LOVING CONVERT

Lesson 20. For Sunday, July 2, 1939

Problem:

How can I become a more loyal and faithful member of my Church?

References:

The Book of Ruth in the Bible; *The Story of the Bible*, Hurlbut, pages 245-250; *Through the Bible*, Wilson, pages 185-189; *Children of Promise*, Evans, Chapter 22.

Objective:

Primary—*Truly great persons make heroic sacrifices for God and their loved ones.*

Secondary—*Ruth was one of the ancestors of Christ.*

Outline of Material:

I. Introductory.

- a. Time.
- b. Place.
- c. Chief characters.
- d. General setting.

II. The Return To Palestine.

- a. Naomi's advice to her daughter-in-law.
- b. Attitude of
1. Orpah.
2. Ruth.
- c. Arrival in old home.

III. Ruth In Bethlehem.

- a. Looking for work.
- b. In the field of Boaz.
- c. His treatment of Ruth.
- d. Marriage of Boaz and Ruth.

IV. How Ruth Was Christ's Ancestor.

- a. Her son.
- b. Her grandson.
- c. Her great-grandson.

Helps in Teaching:

This event occurred in what Rae calls "the wilderness and turbulence of the period of the judges" in Israel. "The motive of the writer," he continues, "was to show how an alien woman embraced the true religion and became an ancestress of David, but as teachers we are much more interested in the constancy and simplicity of Ruth, and that is the master motive of the lesson."

"Ephrath" means Bethlehem and its environs. The time is April. The gleanings in the fields was in accordance with a law among the Hebrews. "Epha" was a measure of cereals almost equivalent to our "bushel."

What is loyalty? In what situations in our life today does loyalty have occasion to operate (in friendship, in domestic relations, in religion, in government).

What do you think of the habit some people acquire of speaking ill (1) of relatives, (2) of friends and acquaintances, (3) of officials in the Church or their government? What is the effect of this sort of thing (1) on other people, and (2) on the critic? When someone speaks ill of a friend (of yours or of his) what inference do you draw about your relationship to the speaker? (That he may say the same thing, or worse, about you?)

Application:

Here is your application of the lesson: Have the class watch for opportunities to be loyal during the coming week. Do you wish them to report?

SAMUEL: MAKER OF KINGS**Lesson 21. For Sunday, July 9, 1939****Problem:**

How can we prepare ourselves for greater service in the world?

Objective:

Primary—*Service to God and to man should take precedence over personal ambition.*

References:

Read the Quarterly, first, No. 21, then the Bible, I Samuel, Chapters 3, 7, 8; after that one of the following books, *Through the Bible*, Wilson, pages 190-203; *Story of the Bible*, Hurlbut, pages 250-264; *Children of the Promise*, Evans, Chapters 25 and 26.

Outline of Material:

- I. Birth of Samuel.
 - a. His mother's prayer.
 - b. Her promise.
 - c. Samuel born.
- II. Samuel Hears a Voice.
 - a. Samuel's home.
 - b. The call.
 - c. The message.
- III. Samuel Chooses a King.
 - a. Request for a new government.
 - b. Reasons for the request.
 - c. Samuel's choice—Saul.
 - d. Saul's introduction to the people.

Methods of Teaching:

1. Hear any assignments you may have made to individuals in the class. These having been given, question the class on what has been offered. How many in the class have Quarterlies? How many of those with the Quarterly have read the lesson?

2. "Samuel was one of the greatest men in sacred history. He combined in his person three functions: he was a priest, a prophet, and a judge. His greatness lies in his readiness to give up first place and set the king above himself. Only the greatest men are capable of this self-abnegation. But his greatness also lies in this—that he was the father of prophecy in Israel. Hitherto there had been here and there a prophet, but now prophecy became a national institution and a great national force, and this was due to Samuel."—Rae.

3. What is meant by service in the religious sense? How did Samuel serve his people? How important among his people was Samuel? What service are the members of the class doing, (a) in the home,

(b) in the school, (c) in their community, and (d) in their church? Help them to find ways of serving.

Study the questions at the end of the lesson in the Quarterly, preparatory to discussing them in the class.

Application:

Can you get your pupils (1) to set down somewhere the things in which they serve now, and (2) to do at least one new service between now and then? Do you wish to have them report next Sunday?

SAUL: THE VALOROUS KING**Lesson 22. For Sunday, July 16, 1939****Problem:**

How can we, when we are given a responsibility in the Church, rise to our greatest possibility?

Objective:

The service to God and to man should always take precedence over personal ambition and personal desire.

References:

The Quarterly for this lesson; I Samuel, Chapter 11; *Through the Bible*, Wilson, pages 203-204; *Story of the Bible*, Hurlbut, pages 267-269; *Children of the Promise*, Evans, Chapter 27.

Outline of Material:

- I. Saul In His Home.
 - a. A farmer.
 - b. A family man.
 - c. His modesty.
- II. The Threat of the Ammonites.
 - a. Who the Ammonites were.
 - b. Their demands on the Jabeshites.
 - c. Request for time to consider.
 - d. The messengers.
- III. Saul and the Ammonites.
 - a. Messenger reaches Saul.
 - b. His anger.
 - c. The call to arms.
 - d. Defeat of the Ammonites.
- IV. Attitude of Saul.
 - a. Lives of his enemies sought.
 - b. His statement about them.

Suggestions and Helps:

1. In this lesson we have Saul at his best. Tall and handsome, he is modest, unassuming and quiet. After his presentation to the people, he returns to the farm, instead

of taking his place as king. When, however, he is aroused, as he is by the threats of the Ammonites, he becomes a lion. Then, after a signal victory over the enemies of his nation, he ascribes the honor to God, whereas he might easily have taken the honor to himself. Also he is merciful and just. He does not wish to punish those who did not believe in his ability to rule. That was a matter of opinion, after all.

Bring out all these points by means of questions. Let the class reason things out. They have all the facts in the case.

2. Why did the Israelites need "unity of command," as this phrase was used in the World War? Who were the enemies of the Israelites? What were the conditions in the Israelitish nation under the judges? Suppose the people had adhered to Jehovah, would they have needed this "unity of command?" In what way did Saul show his ability to "save Israel" from their enemies?

In this lesson we pass from the period of the judges to the period of the monarchy. Saul was the first king.

3. In those days the king was thought of as God's representative. Today we think of the ruler as the representative of the people. In any case, he is supposed to think, not of his own good merely, but of the good of his people.

Is this true of members of the parliament or the congress? Is it true of those who serve in law-making bodies generally, state and city? Why? What happens in such countries as England, Canada, and the United States when the representatives do not represent?

Application:

Try to get your pupils to cultivate the qualities which we have found in Saul—modesty, consideration, unselfishness. Do you want them to report next Sunday, or merely to have them note whether or not they have tried to practice these qualities?

DAVID: SWEET SINGER OF ISRAEL

Lesson 23. For Sunday, July 23, 1939

Problem:

How can we learn how to appreciate (a) nature, (b) music, and (c) the spiritual side of life more than we do now?

Objective:

To obey is better than sacrifice, and to hearken than the fat of rams.

References:

The Quarterly, Lesson 23; the Bible, I Samuel, Chapter 13, 14 and 16; *Through the Bible*, Wilson, pages 208-210; *Story of the Bible*, Hurlbut, pages 277-281; *Children of the Promise*, Evans, Chapter 26.

Outline of Material:

- I. Saul's Rejection As King.
 - a. He offers up sacrifice.
 - b. He makes a rash prohibition.
 - c. He disobeys a command.
- II. David Chosen.
 - a. The Lord to Samuel.
 - b. Samuel and Jesse.
 - c. David anointed.
- III. Saul and David.
 - a. Saul's depression of spirits.
 - b. David sent for.
 - c. Plays for the king.

Suggestions:

One of the acts of Saul's disobedience touched the Amalekites. But this, even if read by the teacher, should not be given to the class, either to be read or discussed, since it involves a standard of life and thought utterly foreign to ours. Giving it would only raise unanswerable questions.

Help your class to select those and that which it is necessary to obey. Leadership involves obedience. There are laws which to ignore means suffering or even death. In our Church there are the prophets.

"Recall the brilliant promise of Saul's beginnings, his good qualities, his courage, and his resource. Well, he was king and had a hard task set to him. Describe the condition of Israel, the oppression of the people, their unarmed state, their despair. Here was a task for God's servant!" Rae, in *How to Teach the Old Testament*, page 152.

Can your class understand how Macbeth, Wolsey, Judas, and Esau threw away their opportunity? In the first two cases it was ambition that brought about their downfall, in the second it was greed, and in the last it was the flesh.

What may prevent us today?

Some Christians frown upon music as evil. Here David is a sweet singer and harpist. It depends on the kind, the purpose, and the singer, whether music is good or not.

OPEN SUNDAY

Sunday, July 30, 1939

To enable class to consider lesson missed on account of Stake Conference.

CHURCH HISTORY



For Boys and Girls, Ages 10 and 11

General Board Committee: Charles J. Ross, Chairman; De Lore Nichols, Ruth Wheelon and Gordon B. Hinckley

CONCERT RECITATION FOR JULY

We believe all that God has revealed, all that He does now reveal, and we believe that He will yet reveal many great and important things pertaining to the Kingdom of God.

OUR PIONEERS.

The Testimony by Which They Lived

Lesson 22. For July 2, 1939

Objective:

It was because of their personal testimony that our Pioneers built so well; and to each member of the Church is given the opportunity to cultivate such a testimony.

References:

This lesson is given by way of summary of the story of the Pioneers, and seeks to point out the impelling motive behind their courageous living. Stories of Pioneer accomplishments from any source will serve as enrichment material.

Suggestions:

Supervised Study:

"The value of a testimony and how to gain one." This topic, placed on the blackboard, before the class commences reading the Quarterly will serve to focus their attention on the objective.

Activity:

Let members of the class discuss the story of the community given in the lesson. If you live in a community founded by Mormon colonists, have someone give its history. Let them discuss the difficulties under which the community was established, and from this draw the lesson that the Pioneers were willing to undergo these things because of the faith they had. Discuss the way in which a testimony of the Gospel is developed. This development may be noted in the lives of many who have become leaders in the Church. Desiring to know the truth, they

have prayed and studied and served, and slowly but surely they have developed a secure faith. You might ask a returned missionary to tell the class of the manner in which his knowledge of the divinity of the Gospel grew. Hold a testimony meeting in the class. Let the class go in a body to the ward testimony meeting and observe the remarks of those who participate. Color the drawing.

Application:

Let each student cultivate the spirit of faith and testimony, through cultivation of a desire to know the truth, through prayer and study and service. Such a testimony will not come in a day, but the experience of thousands of Latter-day Saints has shown that it will surely come.

THE PASSING OF BRIGHAM YOUNG.

A Man of Faith and Works

Lesson 23. For July 9, 1939

Objective:

Faith, together with sincere effort, will accomplish mighty things.

References:

Gates-Widtsoe, *Brigham Young*; Nibley, *Brigham Young: The Instructor*, December, 1938, pages 568-569.

This lesson is a general retrospective picture of Brigham Young. Any history of the Church or Utah will contain a great many interesting details about President Young's life which might be used as enrichment material.

Suggestions:

Supervised Study:

The following topics might be put on the blackboard before the class begins to read: 1. Brigham Young's childhood. 2. Seeking the truth and joining the Church. 3. Missionary activities. 4. His Pioneering efforts.

Activity:

Let members of the class discuss the topics listed above. Show that the Gospel, Brigham Young's testimony of it, and his efforts to put it into practice made of him with the blessings of the Lord, a mighty

leader. Not everyone can become what Brigham Young became, but by living by the same standards everyone can make of himself a better man or woman. Emphasize this fact. There are people in your midst who have bettered themselves and become leaders in the Church and the community by applying these standards to their lives. Belief was not enough. They also had to practice what they believed. The pupils might bring examples to illustrate. Color the drawing.

Application:

Let each member of the class resolve to pray regularly, but to work to make his prayers and righteous desires materialize.

JOHN TAYLOR.

Defender of the Saints

Lesson 24. For July 16, 1939

Objective:

As members of the Church, we should feel proud of the Church, its teachings and its leaders, and be prepared to defend it and them whenever we are called upon to do so.

References:

Roberts, *Life of John Taylor: Short History of the Church*; Smith, *Essentials in Church History*, chapter 50; *Church History Sunday School Lessons*, 1935, pages 94-97; 1933, pages 90-92; *The Instructor*, December, 1938, pages 570-571.

Suggestions:

Supervised Study:

The following topics might be put on the blackboard: 1. John Taylor's boyhood. 2. His search for truth. 3. His defense of the prophet. 4. His defense of the Church.

Activity:

Let the class discuss the topics given above. Have a boy in the class sing "A Mormon Boy." He should practice this so that he can render it well. Point out occasions when boys and girls should be prepared to boldly stand by the teachings and practices of the Church. Among such occasions are the offering of tobacco and liquor at parties or other gatherings, criticism of the principle of tithing, and criticism of the authorities of the Church. Color the drawing of John Taylor's Nauvoo home.

Application:

Let each student develop the personal courage necessary to stand by and defend the principles and practices of the Church.

Even at their age, they find these principles and practices criticised and disregarded.

WILFORD WOODRUFF.

One Who Listened to the Still, Small Voice

Lesson 25. For July 23, 1939

Objective:

If we seek the Lord in prayer, and listen to the promptings of the Holy Spirit, we will be inspired, protected and guided.

References:

Wilford Woodruff, *Leaves From My Journal: Short History of the Church*, pages 175-183; *Church History Sunday School Lessons*, 1935, pages 97-99; 1933, pages 92-94; *The Instructor*, December, 1938, pages 572-573.

Suggestions:

Supervised Study:

"The importance of listening to the still, small voice of the Spirit of God." This might be put on the board to serve as a focus for the students' reading.

Activity:

Let the class discuss the material brought out in the Quarterly. The different experiences might be recounted by different students. If you have access to *Leaves From My Journal*, you will find a great deal of material on President Woodruff's life. Let some of the experiences there recorded be given by members of the class. Have the students tell of experiences in their own lives or in the lives of members of their families where prayer has been answered. You may have a returned missionary in your ward or branch who could give an experience wherein he was guided by the Spirit of the Lord. Emphasize the objective that all of us can pray and enjoy the inspiration of the Spirit of God. Let the class color the drawing of the pool wherein Wilford Woodruff baptized hundreds of the United Brethren.

Application:

Let each member of the class resolve to pray personally night and morning.

LORENZO SNOW.

Inspired of the Lord

Lesson 26. For July 30, 1939

Objective:

The Lord makes His purposes known to His people through inspired prophets.

References:

The Instructor, December, 1938, pages 574-575; *Improvement Era*, July, 1938; *Short History of the Church*, pages 190-197; *Church History Sunday School Lessons*, 1935, pages 99-102; 1933, pages 94-96.

Suggestions:**Supervised Study:**

The following questions might be put on the blackboard to serve as basis for study and later discussion of the lesson. 1. Why should we study the lives of the presidents of our Church? 2. How did Lorenzo Snow come to join the Church? 3. What great problem faced the Church when Lorenzo Snow became president? 4. How was this problem solved?

Activity:

Let the class discuss the topics given above. They might sing a verse or two of "Oh My Father," written by Eliza R. Snow who first interested Lorenzo in the Gospel. Discuss modern revelation. Show that from the beginning our Church has been guided by revelation, and that this revelation has come through the Lord's chosen prophet. It was so in Joseph Smith's day. It was so in Lorenzo Snow's day. And it is so today. Color the drawing.

Application:

Next Sunday is Fast Day. If any members of the class have earned any money during the past month, they should pay their tithing next Sunday.

GOSPEL DOCTRINE (Continued from page 202)

- b. The signs of his death.
 1. Darkness for three days.
 2. Earthquakes.
 3. Face of the land changed.
 4. Cities destroyed
 5. Wicked lost their lives.
- c. The people mourned and repented.

Suggestions on Supplemental Material:

A. Compare the destructions following the crucifixion among the Nephites with those in Judah. (See Matt. 27:51-54.)

Gospel Topic Suggestions:

A. Why were the Nephites angered instead of converted when they saw Nephi perform miracles—even raise his brother, who had been stoned to death, from the dead? In con-

nection with this question point out the need for "desiring the gospel" before receiving it. Point out that our desires concerning life and religion largely determine our conduct.

Discuss the following statement by Thomas Nanton, the English divine: "Desires are the pulses of the soul;—as physicians judge by the appetite, so may you by desires."

C. Consider the following: "If ye have desires to serve God ye are called to the work" (*Doctrine and Covenants* 4:3.)

D. Why can one who has no desire for righteousness not be a good officer in the church?

OPEN SUNDAY

July 30, 1939

UNION MEETINGS (Continued from page 198)

made *Book of Mormon*, church history, or Bible Charts; the Quarterlies for supervised study, or for review; reference books (how to motivate assignments involving reading from the standard works or commentaries), sand-tables, cut-outs, outline drawings, films and projectors, mimeographed or hectographed materials.

Demonstrations of the value of the blackboard and of charts will be particularly helpful and appropriate in the upper departments. Here use of the standard works of the Church,

of commentaries and other reference books can be demonstrated.

Members of missionary training, teacher training and Gospel Doctrine classes are mature enough and by their present or near-future interests, sufficiently well-motivated to appreciate the value of a demonstration of how to take notes, make and use indexes, and how to study systematically and how to organize a subject in outline form.

The disciplines learned from these demonstrations will prove to be of far reaching benefit.



PRIMARY



NEW TESTAMENT STORIES

For Children 7, 8 and 9 Years of Age

General Board Committee: Frank K. Seegmiller, Chairman; Lucy G. Sperry, Edith Ryberg

LESSONS FOR JULY

Beginning in July the Primary Department will study New Testament stories. These will continue through the last half of 1939 and all of 1940. It is hoped that teachers will get the spirit in teaching lessons about the Man who still wields the greatest influence over humankind of any one who ever lived.

Besides the Holy Scriptures and the Sunday School Quarterly we recommend Hurlbut's, *Story of the Bible*; Wilson's, *Through the Bible*, and Tanner's, *New Testament Studies*, as supplementary reading. Of course, most of your libraries contain many other New Testament studies that can give teachers many helps in the preparation of this course.

Seek to "let your children drink from a running stream and not from a stagnant pool."

All the Old Testament stories in a way look forward to the coming of Christ. The following "foreword" is quoted from *Bible and Church History Stories*—"The coming of Jesus into the world and His blessed ministry constitute the crowning and central point in all history. All dispensations look to the dispensation of Christ. We found that the great object of God's training of ancient Israel was to prepare a people fit to receive the Messiah. Teachers should always have this truth in mind and use it to connect up the Old Testament and New Testament stories.

The following are the *Great Objectives* of the Stories of the Life of Christ:

1. That Jesus born in Bethlehem is the Son of God.
2. That He came to earth to teach by precept and example those principles, obedience to which is necessary to gain salvation and exaltation.
3. That He established His Church and set in it officers and authority to administer the ordinances of the Gospel.
4. That He gave His life as an atonement for the sin that brought death into the world; that He died and became the Savior of the world.
5. That He now is before the Eternal Throne pleading for us.

Half of the Primary course, some sixty lessons devoted largely to the life of Christ, are now to follow the Old Testament Stories. Certainly the very first lesson should give the children the conviction that Jesus is truly God's Son.

THE ANGEL'S WONDERFUL ANNOUNCEMENT

Lesson 21. For July 2, 1939

Text:

Luke 1:26-38; Matthew 1:18-25.

References:

Hurlbut's *Story of the Bible*, pages 505-508; Tanner's *New Testament Studies*. (Many of the Sunday School teachers have no doubt studied in seminary, Tanner's *New Testament Studies*. They will do well to get the book and make it a constant reference work for all these lessons.)

Objective:

Jesus is God's own Son, for a holy angel announced His birth.

Outline of Lesson:

- I. The Expectation of a King in Israel.
 - a. The prophets had foretold His coming.
 - b. The Israelites were in servitude to Rome.
 - c. They looked for a warrior king to free them.
- II. The Announcement To Mary.
 - a. Who Mary was.
 - b. What Gabriel told her.
 - c. The way she received it.
- III. The Announcement To Joseph.
 - a. Who Joseph was.
 - b. What Gabriel told him.
 - c. How Joseph received the message.

Lesson Enrichment:

Memory Gem:

"She shall bring forth a son, and thou shalt call His name Jesus; for He shall save His people from their sins."

Song:

"Our Angels," *Deseret Sunday School Song Book*.

Pictures:

Standard Pictures, No. 249.

Point of Contact:

When something wonderful is going to happen, how do we hear of it? (Announcements over the radio, in newspapers, etc. Talk with the children about the different methods of different times. How the town crier used to go up and down the streets, etc.) Do you think these are the only ways we learned of great happenings? Today I am going to tell you of a way perhaps you have never heard of before.

Application:

Why did the Lord choose Mary for Jesus' mother? What kind of girl was Mary? How did she feel when Gabriel told her about her wonderful baby boy? Mary didn't doubt the Lord's messenger. That shows us that she had faith. We don't know why the Lord allows us to do things, but we believe in Him and no harm comes to us. Mary believed and she became the mother of the most beloved and best known man in the world. We are asked to believe in Heavenly Father. How can we show that we do it.

Directed Activities:

Have the children draw the baby that is promised to Mary.

OUR SAVIOR'S BIRTH

Lesson 22. For July 9, 1939

Text:

Luke 2:17.

References:

Hurlbut's *Story of the Bible*, pages 510-511; Tanner's *New Testament Studies*.

Objective:

The Lord so loved us that He sent His only Son to help us.

Outline of Lesson:

- I. The Decree of the Emperor.
 - a. All to enroll.
 - b. Why Joseph and Mary enrolled in Bethlehem.
- II. The Journey to Bethlehem.
 - a. The route they took.
 - b. What they saw en route.
- III. The Birth of Our Savior.
 - a. The inns crowded.
 - b. A kahn or stable found.
 - c. The humble conditions of Jesus' birth.

Lesson Enrichment:**Memory Gem:**

God gave to us a baby,
Sweet and pure and good,
To love and show us how to live,
Each day just as we should.

Songs:

Use all of the songs of the baby Jesus. "Away in a Manger," and "Christmas Cradle Song," in *Deseret Sunday School Song Book*; "Christmas Lullaby," in *Song Stories*, by Patty Hill.

Pictures:

Standard Pictures, No. 233.

Point of Contact:

What holiday do you like best? Why do you like Christmas best? What gift did you get last year that you like especially well? What have you given to mother and father that made them happy? How do we feel toward a person before we give him a gift? How can we show people we appreciate the gift they give us? How can we show our true thanks? Who gives us many blessings and gifts besides our parents? (God). What gifts has He given us? (Mothers, fathers, friends, etc.) He surely must love us to be so kind. Can you think of another precious gift Heavenly Father has given to His earth children? Whom do your parents love most dearly? (Their children.)

What God gives us:

Little diamonds, little pearls,
Little fishes, little squirrels,
But the sweetest of them all,
Are the little boys and girls.

Our Heavenly Father so loves us that He gave us His Son Jesus Christ. That is the greatest gift any one could give or receive.

Application:

What do we always say when we have received a beautiful gift? Whom do we thank? Who gave us a most valuable gift? How can we thank Him?

1. Be kind to all people.
2. Pray to our Heavenly Father and remember to think the prayer other people are saying.
3. Return things we find.
4. Speak the truth.
5. Not use bad words.
6. Obey parents and teachers.
7. Come to Sunday School and meetings.

When is a good time to think a thank you to Heavenly Father in our Sunday School? (During Sacrament service.)

Directed Activities:

After the presentation of the lesson, pass the Leaflets to the children and have them read until they can tell:

1. Where Mary and Joseph were going.
2. Why they slept in a stable.

Draw all of the story back from the children in like manner.

For the children in the seven-year-old groups who can not read so well the following could be done:

Let two children play they were Mary and Joseph on the way to Bethlehem. What would they talk about? Have some child be the inn keeper. What would he say?

THE ANGEL'S MESSAGE TO THE SHEPHERDS

Lesson 23. For July 16, 1939

Text:

Luke 2:8-20.

References:

Hurlbut's *Story of the Bible*, pages 511-512; Tanner's *New Testament Studies; Bible and Church History Stories*, page 11.

Objective:

God so loved us that He sent His only Son to bring peace and good will on earth.

Outline of Lesson:

- I. The Shepherds in the Field.
 - a. The sacred flock that they tended.
 - b. Why God revealed the birth of Christ to them.
- II. The Message of the Angel.
 - a. The Christ was born.
 - b. How they should recognize Him.
 - c. It was to be to all people.
- III. The Angels Chorus.
 - a. They glorify God.
 - b. They proclaim peace, good will.
- IV. The Visit of the Shepherds.
 - a. They find Mary and the Babe.
 - b. They are Christ's first witnesses.

Lesson Enrichment:

Memory Gem:

"Fear not. . . . For unto you is born this day in the city of David, a Savior, which is Christ the Lord."

Song:

"Far, Far Away On Judea's Plains," *Deseret Sunday School Song Book*.

Pictures:

Standard Pictures, No. 407.

Point of Contact:

Take to class either pictures of sheep, cut-outs of sheep, shepherds and the fold, or draw on the blackboard or large paper, these objects and figures. (The fold in ancient days was usually an enclosure surrounded by a wall built of stones with thorny branches laid on the top. It was in the shape of a square and one side was built into a shelter in which the sheep could go during the coldest weather.) There were many shepherds with flocks of sheep at the time of Christ's birth. Sheep raising was one of the most important occupations at that time. The wool was used for making cloth, the milk for drink, the skin for writing on, and the flesh for food. The sheep were pastured for long periods of time on hilly ground which could not be used for raising crops.

Application:

What were the people looking for in those days? Who had promised them a king? Did He send them one? Does the Lord ever disappoint us when He has made a promise? He has promised us we shall see Him if we live right. Another of His promises, is health and strength if we keep the Word of Wisdom. Many times we make promises to parents, friends and even to Heavenly Father that we do not keep. How should we always feel toward a promise made? What are some promises we make that we must always try to keep?

Directed Activities:

Let the children make the ancient sheep fold. Some of them could make the shepherds, some the sheep and others the fold. Most teachers can obtain patterns from the homes that have Christmas mangers. Or, better still, have the children do them free hand.

To Teachers:

The shepherds of this lesson were not the ordinary shepherds. They tended the flocks that pastured near Bethlehem that furnished the sacrificial offerings. Their work was therefore of a sacred nature. It was fitting that the angel should announce to the men who were providing the victims for the sacrifice that that night was born probably within a mile of where they stood, a babe which was to be the Christ, their anointed King. In Greek, the language of the New Testament, Christ means the anointed one, or the king.

It was very fitting that the birth of Christ

should occur in Bethlehem, the city that gave the Jews the poet king David. This people at this particular time were living in great hopes that a descendant of the house of David should rise up as their king, to overthrow their conquerors and to give peace to the nation.

THE PRESENTATION IN THE TEMPLE

Lesson 24. For July 23, 1939

Text:

Luke 2:22-30; Sunday School Lesson Quarterly.

References:

Hurlbut's *Story of the Bible*, pages 512-514; Tanner's *New Testament Studies*; *Bible and Church History Stories*, page 16.

Objective:

Jesus is God's own Son for God showed it early to a group of good men and women.

Outline of Lesson:

- I. Jesus Blessed and Named.
 - a. When eight days old.
 - b. The name given Him—its meaning.
- II. Jesus Taken to the Temple.
 - a. When forty days old.
 - b. A sacrifice made to God for Him.
- III. Good People Recognize Him as the Christ.
 - a. Simeon's praise to God.
 - b. Anna's statement about Him.

Lesson Enrichment:

Memory Gem:

"Lord, now lettest Thou Thy servant depart in peace for mine eyes have seen Thy salvation." (Luke 2:29-30.)

Songs:

The songs recommended for July 9. Also "Jesus Bids Us Shine," *Deseret Sunday School Songs*. "Jesus Once Was a Little Child."

Pictures:

Take to Sunday School, family pictures of babies. Have the children bring some. Standard Pictures, No. 65.

Point of Contact:

Have the children bring pictures of babies in their homes. Talk about them. How old

is your baby? What is your baby's name? Can you remember when your baby was named? Where was it? (Talk of our custom of blessing and naming our babies in Fast Meeting. The preparation that is made for this important day regarding the babies' clothes, etc.) Have you ever seen your babies blessed at home when they were just eight days old? That is a very old custom, but many people still do it. Perhaps you were named both ways. Ask your mother if this isn't the way she was named. Today we will see how the most wonderful baby ever born was named.

Application:

Do you know when you were named? Who named you? Do you know where you were blessed? (If the children do not know these things it will make a splendid assignment for the next Sunday.) Why is it an important thing to be named in our Fast Meeting? (Baby's name entered in ward records.) What should we do while a baby is being blessed in Fast Meeting? (Close our eyes and listen to the prayer.)

Directed Activities:

Make a class chart, using the correct information that the children will obtain from parents answering the above questions in the Application. This information can also be placed in each child's leaflet accompanying this lesson.

REVIEW

For Fifth Sunday, July 30, 1939

There are so many beautiful pictures for the July lessons, that a picture review should be very successful. One of the loveliest collections of pictures of "The Birth," and "The Message to the Shepherds," can be obtained from Christmas cards. Of course, it is a difficult time of the year to obtain these, but it is hoped the teachers have kept the choice ones in their files. Bring out through careful questioning the beautiful details of these pictures, how they show the customs of the times, the modes of travel, the occupations of the people, etc. These things are all important in helping the child to recall each story. Teachers, however, should have foremost in mind the objective of each story and be conscious of the fact that every thought she may bring out in the review, should further the objective of each lesson.



KINDERGARTEN



OLD TESTAMENT STORIES

For Children 4, 5 and 6 Years of Age

General Board Committee: Geo. A. Holt, Chairman; Inez Witbeck, Marie Fox Felt

LESSONS FOR JULY, 1939

SPECIAL REVIEW PERIOD

Lesson 82. For July 2, 1939

When the program suggested for the Kindergarten class is carefully followed there is very little time for review of the previous lesson. This special review Sunday affords an opportunity to review the lesson objectives of the previous month. This Sunday's activities should be planned for as carefully as for any other Sunday. The pictures used and the special activities which enriched the lessons should be reviewed. Permit the children to talk freely about the questions you ask. Talk with the children today about Father Abraham and his wonderful promise. Why did Abraham leave his fine home? As we look at the picture of Lot choosing his portion of the land, what tells us that it was the best part? Which of the two men, Abraham and Lot, was the unselfish one? How may we show that we are unselfish? How did Jacob prove his love for Abraham and for our Heavenly Father?

Review the Gem for Last Month:

Song Practice:

Choose one of the following songs to be taught during this month, "Forgiveness," "Flag of My Heart." *Kindergarten and Primary Songs*, by Frances K. Taylor.

When beginning the teaching of a new song, be sure the message or the story told by the words is given to the children. Have a very short drill on the pronunciation of the words.

Memory Gem and Concert Recitation For This Month:

"We thank Thee, Heavenly Father
For this new happy day.
We will be kind and loving
In all we do and say."

JOSEPH, A DUTIFUL SON

Lesson 83. For July 9, 1939

Text:

Genesis 37, *Life Lessons for Little Ones*, second year.

Objective:

The Lord blesses and strengthens those who return good for evil.

Song:

"A Child's Thanks," page 115, *Songs for Little People*, by Danielson and Conant.

Prayer:

Kind Heavenly Father, help us to say only kind words. We thank Thee for a tongue which helps us to speak. Amen.

Song Practice:

Practice for ten minutes on the song you began to teach last Sunday.

Rest Exercise:

Let the children stand in a circle and each may clasp his hands far out in front of him to represent a sheaf of wheat. One child may stand in the center of the circle and the other children will bow to him. In the lesson story the children will learn that the one in the center represented Joseph's sheaf, to which the others bowed.

Suggestive Lesson Outline:

- I. Joseph, Beloved Son of His Father, Jacob.
 - a. Spoke and acted kindly.
 - b. Is given a coat of many colors.
 - c. He helps in the grain field.
 - d. His brothers are not kind.
 - e. He is a dutiful son.
- II. Joseph's Brothers Conspire Against Him.
 - a. Steal his coat.
 - b. Cast him into a pit.
 - c. Sell him to some merchants.
 - d. He is taken to Egypt.

Lesson Approach:

Sometimes when little folk are playing together, someone is made unhappy, and cross words are said, and the fun is spoiled. Children who are strong remember a song we know which says, "Help me, dear Father, to freely forgive all who may seem unkind to me." They forgive the little trouble and cheerfully go on with the game.

If little brother pushes the crayons from the table while you are drawing, what can

you do to show you are strong? Yes, perhaps it was an accident, so you will help him pick them up and help him to draw with one, showing that you forgive him.

Lesson Story:

Joseph A Dutiful Son.

Picture No. 83:

Joseph Sold By His Brethren.

Lesson Enrichment and Special Activity:

One of the colors in our flag says, "Be brave." That means to be brave enough to smile and say kind words when cross words may want to be said. Pass a flag around the circle. As each child takes his turn to hold it, he may wave it and say a kind word which you may need to suggest to him. Thank you, I'm sorry, I'll help you.

Memory Gem:

Closing Song:

Sing the first verse of "Love At Home,"
Deseret Sunday School Songs.

Prayer:

By a teacher.

JOSEPH'S FAITHFULNESS REWARDED

Lesson 84. For July 16, 1939

Text:

Genesis 41:14-51; *Life Lessons for Little Ones*, second year.

Objective:

The Lord will guide and direct those who faithfully serve Him.

Song:

"For This I Pray," *Kindergarten and Primary Songs.*

Prayer:

"I'll raise my eyes to the blue, blue skies,
I'll bow my head and close my eyes,
And pray to God in Heaven."

Example:

Dear Father in Heaven, we thank Thee for two little hands to help others. Bless us that we may be helpful. Amen.

Song Practice:

Same as last Sunday.

Rest Exercise:

Dramatize the story of a loaf of bread. Plant the wheat, cut it, grind it, mix the

dough, shape the loaves and put into the oven to bake.

Lesson Approach:

Remember that the flag says, "Be brave." Even when Joseph was taken far from his home into a strange land he showed how brave and strong he was. He was kind and helpful to the strange people around him. He knew that by serving them he was also serving our Father in Heaven.

Lesson Story:

Joseph's Faithfulness Rewarded.

Lesson Enrichment:

Heavenly Father likes to help those who are trying to do their work well.

Once Marie was going to say a little poem at her mama's party. She practiced and practiced it so that she would know it well, and just before it was time for the party to begin she knelt down by her little bed and prayed to Heavenly Father to help her. Her prayer was answered, and she said her poem so well that the folks at the party asked her to say it for them again.

Memory Gem:

Closing Song:

"Good-bye Song," *Kindergarten and Primary Songs.*

Prayer:

JOSEPH THE RULER

Lesson 85. For July 23, 1939

Text:

Genesis 41:53-57; 42; *Life Lessons for Little Ones*, second year.

Objective:

The Lord will guide and direct those who faithfully serve Him.

Song:

"Father In Heaven," *Songs for Little People*, by Danielson and Conant.

Prayer:

I will put my feet together,
Sit up nicely on my chair.
I will fold my hands together,
Close my eyes and bow in prayer.
—Bertha D. Martin.

A child will pray, directed by a teacher. Be sure that the prayer is heard by all even if it is necessary to repeat it.

Song Practice:

Same as last Sunday's.

Rest Exercise:

The Safety Song, "Finger Play," page 38, *Finger Plays and Songs*, by Bertha D. Martin. (The children should stand for this exercise.)

Lesson Approach:

Review briefly Joseph's service to his father and brothers and then that given to Potiphar and the king learned of last Sunday.

Lesson Story:

Joseph The Ruler.

Picture No. 84:

Joseph Made Ruler.

Lesson Enrichment and Special Activity:

Tomorrow is Pioneer Day. Joseph was made a ruler because he was good and brave. Brigham Young was chosen to lead the Pioneers to Utah because he was like Joseph.

Following the presentation of the lesson story in the group, the entire class may contribute to a very short Pioneer day program. Some pioneer relics may be shown. For example, a sunbonnet, an apron, a kerchief, a purse, etc. A group of the older children previously trained could sing the first verse of, "Come, Come Ye Saints."

The following poem could be given by one of the older girls:

Great-Grandmother Dear

This is the picture that I like best,
High on the wall in her gray gown dressed,
Cheeks like the roses and soft white hair,
Great-grandmother dear, in her high-backed
chair,
Sitting so still by the fire there.

Once on a time she was only four,
A little pike-bonnet she always wore,
Romping and singing like me at play,
Great-grandmother dear, is it hard to stay
Sitting so still in a frame all day?

Every evening I watch a while,
Here by the wall for her good night smile,
Sometimes I think when the fire is low,
Great-grandmother dear, will step down so
slow,
Just while I kiss her, I love her so.

—Carolyn Sherwin Bailey.

Closing Song:

"For This I Pray."

Prayer:

By a teacher.

A CHOSEN FAMILY REUNITED**Lesson 86. For July 30, 1939****Text:**

Genesis 43, 45, 46; *Life Lessons for Little Ones*, second year.

Objective:

The Lord will guide those who faithfully serve Him.

Song:

"In Our Lovely Deseret," (one verse), *Deseret Sunday School Songs*.

Prayer—Example:

Dear Father in Heaven, we thank Thee for our brothers and sisters and for mother and father; may we live together happily. Amen.

Song Practice:

Same as for last Sunday.

Rest Exercise:

Dramatize the children's suggestion of kind deeds they may do in the home for the family.

Lesson Approach:

Have you ever been away from home to stay all night, perhaps at grandmother's or auntie's? Father and mother stayed at home. How did it seem to be away from them? I'm sure you were glad to see them again. Do you not think Joseph would be happy to see this dear old father, Jacob, again?

Lesson Story:

A Chosen Family Reunited.

Picture No. 86:

A Chosen Family Reunited.

Lesson Enrichment:

Joseph always remembered to pray whether at home or away. He also did other things that he knew would please our Father in Heaven. Can you name some of these things? In what way did Father in Heaven guide and direct him?

Memory Gem:**Closing Song:**

First verse of, "Have I Done Any Good in the World Today?" *Deseret Sunday School Songs*.

Prayer:

By a teacher.



CRADLE ROLL



LESSONS FOR JULY

A MAN WHO LOVED HIS COUNTRY

Lesson 40. For July 2, 1939

Text:

Cradle Roll Lessons, by Louise M. Oglevee.

This lesson comes upon the Sunday nearest the Fourth of July, when even the babies will be hearing and seeing much that is exciting and patriotic. It is very hard to give a meaning to such things to a little child, but we can begin to teach citizenship and love and loyalty to the flag by some such little verse as the following:

When my country's flag I see,
It always seems to say to me,
"Be brave and kind as you can be."

Song:

Sing the first three lines of "America."

Prayer—Example:

Dear Father in Heaven, we thank Thee for our country of America, where we live. Amen.

Rest Exercise:

Sing a simple marching song and march. The little tots love to play soldiers.

Lesson Story:

If there are any foreign born children in the class, see if they can tell in which country they were born, to help the little ones learn that there are other countries than ours. Then place these little foreigners on special chairs carried to the center of the circle by the other children, expressing kindness.

Special Activity:

On a large piece of plain paper thumb tacked to the floor, draw a large flag, letting the children take turns coloring the stripes, field and stars.

WORKING TOGETHER

Lesson 41. For July 9, 1939

Song:

"The Carpenter," page 141, in the text.

Prayer—Example:

We thank Thee, Father in Heaven, for the kind workers who built our houses. Amen.

Rest Exercise:

Dramatize the following verse:

The carpenter's hammer goes rap, rap, rap.
And his saw goes see, saw, see;
He planes and measures and hammers and saws,
While he makes a house for me.

Lesson Story and Activity:

Have many pictures, cut from magazines, of the people who constantly work for us, the postman, the carpenter, the grocer, the milkman, the paper boy, the plumber, etc. Use the pictures in developing the story.

Song:

To the tune, "Happy Birthday To You," sing the following words:

I'll say "Thank You," to you,
I'll say "Thank You," to you,
I'll say "Thank You," dear workers,
I'll say "Thank You," to you.

Prayer:

By the teacher.

THE GOOD SAMARITAN

Lesson 42. For July 16, 1939

Song:

"I Love Little Pussy."

Prayer:

Rest Exercise:

Dramatize the following verse:

I love the pussy with soft black fur,
Very gentle and kind I'll be,
I'll feed him and give him water, too.
And pussy will dearly love me.

—Louise M. Oglevee.

Little children learn kindness through their treatment of their pets and playmates. Use pictures which emphasize gentleness and loving care. Tell the story of "The Good Samaritan."

Activity:

Let the children draw illustrations of their pets.

Song:

"Closing Prayer," page 144 of the text.

Prayer:

JESUS HELPING THE FISHERMEN

Lesson 43, For July 23, 1939

Song:

"Little Song of Thanks," *Songs for Little People*, by Danielson and Conant.

Prayer:**Song:**

Children's choice.

Rest Exercise:

Place the chairs to make a boat. Show the children how a boat is rowed and sitting in the make believe boat have them imitate you.

Lesson Story and Activity:

Talk about father and his fishing. What does he need when he goes fishing? Show a piece of netting of some kind and explain how the fishermen caught fish in Jesus' time. Tell the story, "Jesus Helping the Fishermen." Have a bowl of gold fish for the children to observe, noting how they swim.

Closing Song:

"Jesus Our Loving Friend," *Kindergarten and Primary Songs*, by Frances K. Taylor.

Prayer:**STORY REVIEW**

Lesson 43A. For July 30, 1939

Review the stories, pictures, and activities of the month.

THE SNOOKS—13

By Olive W. Burt

It makes some people almost faint
To hear a SNOOK complain, "I ain't."
But then, there isn't much to choose
"Twixt that and "aren't I?" which SNOOKS use.

It seems that little SNOOKS forget
"Am I not?" which is quite correct.

THE SNOOKS—14

Most people sigh to read a letter
From a poor SNOOK who knows no better
Than to say, "Sir, I would have wrote—"
It really almost spoils the note!

"I should have written" to a SNOOK
Is as unknown as ancient Grook!

THE SNOOKS—15

Some grown-ups are turning gray
Because SNOOKS write and calmly say,
"I should of thanked you for the card."
'Tis plain that they aren't thinking hard.

"Of" as a verb they should not use;
"Have" is the word they ought to choose.



The Funny Bone

Good humor may be said to be one of the very best articles of dress one can wear in society.—Thackeray.

Good English

Teacher: "How would you punctuate this sentence? 'The wind blew a ten-dollar bill around the corner.'"

Johnnie: "I would make a dash after the bill."

And Goes Farther

"Poppa, what's a millennium?"

"Rastus, dat is de same thing as a centennial, 'cept it's got more legs."

Peace at Any Price

Mrs. Busby: "Wake up, John! There's a burglar going through your pants pockets."

John, turning over: "Oh, you two just fight it out between yourselves."

Precaution

A Scot who was somewhat shocked in discovering that his fellow workman carried his wife's false teeth in his pocket inquired the reason, and Sandy calmly replied: "I hae a suspicion that she eats between meals."

His Own Worst Enemy

Would-be-wrestler: "So I gets him by the wrist—then I twists his leg up like this—then I turns it down like this—and before I knows it, I'm flat on my back."

Cause and Effect

He: "What happened when the boss caught you reading a novel instead of doing your work?"

She: "I lost my place."

The Wishing Well

Frankie: "I wish I had a million dollars. I'd go to the movies every day then."

Johnnie: "You'd take me with you, wouldn't you, Frankie?"

Frankie: "Naw. If you're too lazy to wish for yourself, you can stay home."

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The Cause

Dictor: "What can be the cause of that crowd over there?"

Demog: "I can't imagine. Vulgar curiosity, I presume."

Dictor: "Let's go over and see."

Indian Jabber

Tourist (to Indian): "White man glad to see red man. White man hopes big Chief is feeling tip top this morning."

Indian (calling): "Hey, Jake, come here and listen to this bozo; he's great!"

The Effect of Environment

"Say, waiter, is this an incubator chicken? It tastes like it."

"I don't know, sir."

"It must be. Any chicken that has a mother, could never get as tough as this one."

Boners

The following correction appeared in a small town paper:

"Our paper carried the notice last week that Mr. John Doe is a defective in the police force. This was a typographical error. Mr. Doe is really a detective in the police farce."

Government Aid

An Irish soldier in France during the Great War received a letter from his wife saying there wasn't an able-bodied man left, and she was going to dig the garden herself. Dan wrote at the beginning of his next letter: "Bridget, for heaven's sake, don't dig the garden; that's where the guns are."

The letter was duly censored, and in a short time a lorry load of men in khaki arrived at Dan's home and proceeded to dig the garden from end to end.

Bridget wrote in desperation, saying that she didn't know what to do, for the soldiers had dug up the garden.

Dan's reply was short and to the point—"Put in the spuds."

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